# FY 2004 PROGRAM PERFORMANCE PLAN

**U.S. Department of Education** 

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| Program Legislation and Name  | Cluster Name As It Appears on the Printed Plan                                      |     |
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## INTRODUCTION

The strategic goals and objectives set forth in the Department of Education's *FY 2002-2007 Strategic Plan* form an overarching context of broad outcomes that we believe should characterize American education. We believe that if we are successful, as a whole, we will see increases in the related measures—measures that are in most cases for all children, whether or not they are individually served by our programs. We believe that our success as an agency can be measured in the results of better education for *all*.

However, this kind of information does not always provide us with the tools necessary to determine the success of each of our programs or the relationship between program-specific funding and results. For that, we need measures that are more specific to the provisions of each particular program and to the audience it serves. This, too, is part of the Government Performance and Results Act (GPRA). Thus, in addition to the measures specified in our *FY 2002-2007 Strategic Plan*, we have established measures and targets for all of our major programs and many of our smaller programs. In some cases, we have set measures for a particular program individually. In other cases, we have grouped similar programs and set measures for that cluster of programs.

The Department of Education's *FY 2004 Annual Plan* includes both Department-level measures and program performance plans and is located on our Web site at <a href="http://www.ed.gov/pubs/annualplan2004/">http://www.ed.gov/pubs/annualplan2004/</a>. This document is a compilation of the program performance plans.

## Key to Legislation:

AEFLA = Adult Education and Family Literacy Act

DEOA = Department of Education Organization Act

EDA = Education of the Deaf Act

ESEA = Elementary and Secondary Education Act

ESRA = Education Sciences Reform Act

HEA = Higher Education Act

IDEA = Individuals with Disabilities Education Act

MVHAA = McKinney-Vento Homeless Assistance Act

RA = Rehabilitation Act

VTEA = Vocational and Technical Education Act

WIA = Workforce Investment Act

# Office for Civil Rights - 2004

# Goal 8: To ensure equal access to education and promote educational excellence throughout the nation through the vigorous enforcement of civil rights.

Objective 8.1 of 2: To eliminate discriminatory educational practices within schools.

Indicator 8.1.1 of 2: Technical Assistance to Recipients: Percentage of OCR directed activities and resource materials designed to assist recipients in identifying and addressing their obligations under federal civil rights laws.

|  | Targets and Performand                               | ce Data                       | Assessment of Progress | Sources and Data Quality  |
|--|--|-------------------------------|------------------------|---|
| Percentage of C<br>federal civil right | OCR materials that assist recipients ts obligations. | in identifying and addressing |                        | Additional Source Information: Until the electronic Case Management System  |
| Year                                   | Actual Performance                                   | Performance Targets           |                        | becomes fully operational in FY 2003, OCR components will collect data manually.                                  |
| 2003                                   |  | 50                            |                        | Data are collected during the fiscal year   |
| 2004                                   |  | 50                            |                        | (from October 1 to September 30) and are reported in January of the following year.                               |
|  |  |                               |                        | Frequency: Annually. Collection Period: 2003 Data Available: January 2004 Validated By: On-Site Monitoring By ED. |

Indicator 8.1.2 of 2: Technical Assistance to Parents: Percentage of OCR directed activities and resource materials designed to assist parents in understanding recipients' federal civil rights obligations.

|                 | Targets and Performand                       | ce Data                           | Assessment of Progress | Sources and Data Quality  |
|-----------------|--|-----------------------------------|------------------------|---|
| Percentage of C | OCR materials that assist parents in ations. | understanding recipients' federal |                        | Additional Source Information: Until the electronic Case Management System          |
| Year            | Actual Performance                           | Performance Targets               |                        | becomes fully operational in FY 2003, OCR components will collect data manually.    |
| 2003            |  | 20                                |                        | Data are collected during the fiscal year   |
| 2004            |  | 20                                |                        | (from October 1 to September 30) and are reported in January of the following year. |
|                 |  |                                   |                        | Frequency: Annually.  |
|                 |  |                                   |                        | Data Available: January 2004 Validated By: On-Site Monitoring By ED.                |
|                 |  |                                   |                        |   |

Objective 8.2 of 2: To obtain results by the efficient management of civil rights compliance activities.

| Indicator 8.2.1 c | ndicator 8.2.1 of 1: Resolution of Complaints: Percentage of complaints resolved within 180 days of receipt. |                     |                        |   |  |  |  |  |
|-------------------|--|---------------------|------------------------|---|--|--|--|--|
|                   | Targets and Performand   | ce Data             | Assessment of Progress | Sources and Data Quality  |  |  |  |  |
| Percentage of co  | omplaints resolved within 180 days   |                     | 1                      | Additional Source Information:  |  |  |  |  |
| Year              | Actual Performance   | Performance Targets | -                      | Case Information System. Once the<br>Case Management System is fully  |  |  |  |  |
| 1997              | 80   |                     |                        | operational, all data will come from  |  |  |  |  |
| 1998              | 81   |                     |                        | the CMS.  |  |  |  |  |
| 1999              | 80   | 80                  |                        | Frequency: Annually.  |  |  |  |  |
| 2000              | 78   | 80                  |                        | Data Available: January 2004  |  |  |  |  |
| 2001              | 84   | 80                  |                        | Validated By: On-Site Monitoring  |  |  |  |  |
| 2002              | 89   | 80                  |                        | By ED.  |  |  |  |  |
| 2003              |  | 80                  |                        | Improvements: This data is  |  |  |  |  |
| 2004              |  | 80                  |                        | currently available in OCR's  |  |  |  |  |
|                   |  |                     |                        | electronic Case Information System. The same data will continue to be available electronically when OCR implements the Case Management System (CMS). The CMS will increase the validity of the data by linking it to specific case files. |  |  |  |  |

# **Student Financial Assistance Policy - 2004**

Goal 8: To help ensure access to high-quality postsecondary education by providing financial aid in the form of grants, loans, and work-study in an efficient, financially sound and customer-responsive manner.

Objective 8.1 of 3: Ensure that low- and middle-income students will have the same access to postsecondary education that high-income students do.

| Indicat | tor 8.1.1 of | 4: Percentage  | of unmet ne    | ed: The pe  | rcentage of u            | nmet need co                   | onsidering all sources of financial aid, esp | pecially for low-income students.                       |
|---------|--------------|----------------|----------------|-------------|--------------------------|--------------------------------|--|---|
|         |              | Targe          | ets and Perfor | mance Data  |                          |                                | Assessment of Progress                       | Sources and Data Quality                                |
| Percer  | ntage of Unn | net Need for U | Indergraduate  | s           |                          |                                |  | Source: Other   |
| Y       | 'ear         | Actual P       | erformance     | F           | Performance              | Targets                        |  | Other: Record/File.  Sponsor: National Postsecond       |
| 1       | 995          |                | 23             |             |                          |                                |  | Student Aid Study.                                      |
| 1       | 996          |                | 23             |             |                          |                                |  |   |
| 1       | 997          |                | 22             |             |                          |                                |  | Data Available: January 2005<br>Validated By: No Formal |
|         | 998          |                | 1.20           |             |                          |                                |  | Verification.   |
|         | 999          |                | 0.80           |             |                          |                                |  | Limitations: NPSAS data are                             |
|         | 000          | 2              | 1.20           |             | 40.55                    |                                |  | collected only every four years.                        |
|         | 003          |                |                |             | 19.20                    |                                |  |   |
| 2       | 004          |                |                |             | 19.20                    |                                |  |   |
| Percer  | ntage of Unn | net Need for L | ow Income Ui   | ndergraduat | es.                      |                                |  |   |
| Year    | Ac           | tual Performa  | ance           | Per         | formance Ta              | rgets                          |  |   |
|         | Dependent    | Independent    |                | Dependent   | Independent<br>With Kids | Independent<br>Without<br>Kids |  |   |
| 1996    | 46.30        | 54.70          | 52.50          |             |                          |                                |  |   |
| 1997    | 44.50        | 51.60          | 49             |             |                          |                                |  |   |
| 1998    | 42.90        | 51.10          | 49             |             |                          |                                |  |   |
| 1999    | 41.80        | 50.20          | 48.50          |             |                          |                                |  |   |
| 2000    | 43.10        | 60.60          | 46.20          |             |                          |                                |  |   |
| 2003    |              |                |                | 41.10       | 58.60                    | 44.20                          |  |   |
| 2004    |              |                |                | 41.10       | 58.60                    | 44.20                          |  |   |

Indicator 8.1.2 of 4: College enrollment rates: Postsecondary education enrollment rates for all students, and the enrollment gap between low- and high-income high school graduates.

|  |  | Targets  | and Performand  | ce Data   |               |                    |     | Assessment of Progress |
|--|--|--|---|-----------|---------------|--------------------|-----|------------------------|
| The percentage<br>Total                      | of high so   | hool grad  | uates ages 16-:   | 24 enroll | ing imme      | diately in college |     |                        |
| Year   | Ac   | tual Perf  | ormance   | Pe        | ∍rforman      | ce Targets         |     |                        |
| 1994   |  | 61.9   | 0   |           |               |                    |     |                        |
| 1995   |  | 61.9   | 0   |           |               |                    |     |                        |
| 1996   |  | 65   |   |           |               |                    |     |                        |
| 1997   |  | 67   |   |           |               |                    |     |                        |
| 1998   |  | 65.6   | 0   | <u> </u>  |               |                    |     |                        |
| 1999   |  | 62.9   |   |           |               |                    |     |                        |
| 2000   |  | 63.3   |   |           |               |                    |     |                        |
| 2001   |  | 61.7   | 0   |           |               |                    |     |                        |
| 2003   |  |  |   | <u> </u>  |               | 5                  |     |                        |
| 2004   |  |  |   |           | 6             | 7                  |     |                        |
| he Percentage                                | e of high so   | chool grad   | duates ages 16-   | 24 enrol  | <br>lina imme | diately in         |     |                        |
| ollege by incor                              |  | nnoon graa   |   |           |               | aratery iii        |     |                        |
| Year   | Ac   | tual Perf  | ormance   | Pe        | ∍rforman      | ce Targets         | ]   |                        |
|  | Low  |  |   |           |               |                    |     |                        |
|  | 1 2011   | High   | Difference  | Low       | High          | Difference         | 4.1 |                        |
| 1994   | 44   | High<br>78.40                                      | Difference<br>34.40   | Low       | High          | Difference         |     |                        |
| 1994<br>1995                                 | + -  |  | <u> </u>  | Low       | High          | Difference         |     |                        |
|  | 44   | 78.40  | 34.40   | Low       | High          | Difference         |     |                        |
| 1995   | 44<br>41.20<br>41.50<br>47.10                            | 78.40<br>83.40<br>78<br>82                         | 34.40<br>42.20<br>36.50<br>34.90                            | Low       | High          | Difference         |     |                        |
| 1995<br>1996                                 | 44<br>41.20<br>41.50                                     | 78.40<br>83.40<br>78                               | 34.40<br>42.20<br>36.50                                     | Low       | High          | Difference         |     |                        |
| 1995<br>1996<br>1997                         | 44<br>41.20<br>41.50<br>47.10<br>50.60<br>50.90          | 78.40<br>83.40<br>78<br>82<br>77.30<br>76          | 34.40<br>42.20<br>36.50<br>34.90<br>26.70<br>25.10          | Low       | High          | Difference         |     |                        |
| 1995<br>1996<br>1997<br>1998                 | 44<br>41.20<br>41.50<br>47.10<br>50.60<br>50.90<br>48.50 | 78.40<br>83.40<br>78<br>82<br>77.30<br>76<br>77.10 | 34.40<br>42.20<br>36.50<br>34.90<br>26.70<br>25.10<br>28.60 | Low       | High          | Difference         |     |                        |
| 1995<br>1996<br>1997<br>1998<br>1999         | 44<br>41.20<br>41.50<br>47.10<br>50.60<br>50.90          | 78.40<br>83.40<br>78<br>82<br>77.30<br>76          | 34.40<br>42.20<br>36.50<br>34.90<br>26.70<br>25.10          |           |               |                    |     |                        |
| 1995<br>1996<br>1997<br>1998<br>1999<br>2000 | 44<br>41.20<br>41.50<br>47.10<br>50.60<br>50.90<br>48.50 | 78.40<br>83.40<br>78<br>82<br>77.30<br>76<br>77.10 | 34.40<br>42.20<br>36.50<br>34.90<br>26.70<br>25.10<br>28.60 | Low       | High          | Difference 30      |     |                        |

Indicator 8.1.3 of 4: Targeting of Pell Grants: Pell Grant funds will continue to be targeted to those students with the greatest financial need: at least 75 percent of Pell Grant funds will go to students below 150 percent of poverty level.

| The percentage of Pell Grant funds going to students below 150 percent of the poverty line.  Year Actual Performance Performance Targets  1997 82  1998 80  1999 78 75  2000 78 75  2001 75  2002 75  2004 75  2004 75  Performance Targets  Explanation: Increases in the maximum award without other changes in the formulas used to award Pell grants will tend to lower the percentage of funds going to the neediest students.  Source: Other Other: Record/File. Sponsor: Pell Grant Applicant/Recipient File.  Frequency: Annually. Collection Period: 2001 - 2002 Data Available: March 2003 Validated By: On-Site Monitoring By ED. |      | Targets and Performan               | ce Data                      | Assessment of Progress                           | Sources and Data Quality   |
|--|------|-------------------------------------|------------------------------|--|----------------------------|
| YearActual PerformancePerformance Targets1997821998801999787520007875200175200275200375 Applicant/Recipient File. Frequency: Annually. Collection Period: 2001 - 2002 Data Available: March 2003 Validated By: On-Site Monitoring By ED. By ED.  |      | of Pell Grant funds going to studer | nts below 150 percent of the | Evalenation, Increases in the maximum            | Other: Record/File.        |
| 1997         82         used to award Pell grants will tend to lower the percentage of funds going to the neediest students.         Frequency: Annually. Collection Period: 2001 - 2002 Data Available: March 2003 Validated By: On-Site Monitoring By ED.           1998         80         75           2000         78         75           2001         75         89 ED.           2003         75           2003         75   | Year | Actual Performance                  | Performance Targets          |  | · ·                        |
| 1998   80  | 1997 | 82                                  |                              | used to award Pell grants will tend to lower the |                            |
| 1999         78         75           2000         78         75           2001         75           2002         75           2003         75  | 1998 | 80                                  |                              | 11:  |                            |
| 2000 78 75 2001 75 2002 75 2003 75   | 1999 | 78                                  | 75                           |  | Data Available: March 2003 |
| 2001         75           2002         75           2003         75  | 2000 | 78                                  | 75                           |  |                            |
| <b>2003</b> 75   | 2001 |                                     | 75                           |  | Jy 25.                     |
|  | 2002 |                                     | 75                           |  |                            |
| 2004 75  | 2003 |                                     | 75                           |  |                            |
|  | 2004 |                                     | 75                           |  |                            |

Indicator 8.1.4 of 4: Federal debt burden: The median Federal debt burden (yearly scheduled payments as a percentage of annual income) of borrowers in their first full year of prepayment will be less than 10 percent.

|                | Targets and Performand                | e Data                        | Assessment of Progress   | Sources and Data Quality   |
|----------------|---------------------------------------|-------------------------------|--|--|
| The median fed | eral debt burden of students in their | first full year of repayment. |  | Additional Source Information:   |
| Year           | Actual Performance                    | Performance Targets           | <b>Explanation:</b> As a general rule, it is believed  | National Student Loan Data Systen (NSLDS) and Internal Revenue   |
| 1998           | 7.10                                  |                               | that an educational debt burden of 10 percent  | Service (IRS) records.   |
| 1999           | 6.48                                  |                               | or greater will negatively affect a borrower's ability to repay his or her student loan and to | Frequency: Annually.   |
| 2000           | 6.38                                  |                               | obtain other credit such as a home mortgage.   | Collection Period: 2000 - 2001   |
| 2003           |                                       | 9.90                          | We expect the 2001 and 2002 median debt burden rate to remain well below 10 percent.           | Data Available: August 2003 Validated By: On-Site Monitoring   |
| 2004           |                                       | 9.90                          | burden rate to remain wen below to percent.  | By ED.   |
|                |                                       |                               |  | Limitations: To overcome limitations with the data from the Social Security Administration (SSA) that were previously used, we switched to IRS data on household income for 1998 and future years. The IRS data may slightly understate debt burden for married borrowers where both individuals have student loans. |

Objective 8.2 of 3: Ensure that more students will persist in postsecondary education and attain degrees and certificates.

Indicator 8.2.1 of 1: Completion rate: Completion rates for all full-time, degree-seeking students in 4-year and less-than-4-year programs; and the gap in completion rates between minority and non-minority students.

| Targets and Performance Data  |                                  |                         |                         | ogress Sources and Data Quality |   |  |                        |       |     |   |  |
|---|----------------------------------|-------------------------|-------------------------|---------------------------------|---|--|------------------------|-------|-----|---|--|
| The percentage of full-time degree seeking students completing a 4-year degree vithin 150% of the normal time required. |                                  |                         |                         |                                 |   | Additional Source Information<br>Graduation Rate Survey (GRS)          |                        |       |     |   |  |
| Year  |                                  |                         | Actı                    | ıal Perfor                      | mance   |  | Performance<br>Targets |       | е   | Frequency: Annually. Collection Period: 2001 - 2002 |  |
|   | Total                            | Black                   | White                   | Hispanic                        | Difference<br>between<br>Black and<br>White       | between  | Total                  |       |     |   | <b>Data Available:</b> March 2006 <b>Validated By:</b> On-Site Monitorion By ED. |
| 1997  | 52.50                            | 35.50                   | 55.50                   | 39.10                           | 20  | 16.40  |                        | Ш     | П   | T   | Limitations: Postsecondary institutions are not required to re                   |
| 1998  | 52.60                            | 34.50                   | 55.80                   | 39.10                           | 21.30   | 16.70  |                        | Ħ     | П   | T   | graduation rates until 2002.   |
| 1999  | 53                               | 35.80                   | 56                      | 40.90                           | 20.20   | 15.10  |                        |       |     |   | However, data were voluntarily submitted by institutions                         |
| 2000  | 52.40                            | 35.70                   | 55.40                   | 41.50                           | 19.70   | 13.90  |                        |       |     |   | representing 87 percent of 4-year  |
| 2003  |                                  |                         |                         |                                 |   |  | 54                     |       |     |   | students and 77 percent of 2-ye students. Investigating whether                  |
|   |                                  |                         |                         |                                 |   |  | 55                     |       | П   | П   | proxy for graduation rates for   |
| 2004  | togo of fu                       | time                    | dograd                  | oookina s                       | tudonto con                                       | anlating a la  |                        | 1 1/0 |     |   | student aid recipients can be obtained from administrative                       |
|   |                                  |                         | norma                   |                                 | iired.  | npleting a le  | ss than 4              | mar   | 100 |   |  |
| he percent<br>rogram wit  | hin 150%                         | of the                  | Actu                    | l time requ                     | mance Difference between Black and                | Difference between   | ss than 4              | mar   | 100 |   | obtained from administrative   |
| he percent<br>rogram wit  | hin 150%                         | of the Black            | Actu                    | Hispanic                        | mance Difference between Black and                | Difference<br>between<br>White and                                     | ss than 4 Perfor Targ  | mar   | 100 |   | obtained from administrative   |
| he percent<br>ogram wit<br>Year   | Total 30.90                      | Black<br>22.80          | Actu                    | Hispanic                        | mance Difference between Black and White          | Difference<br>between<br>White and<br>Hispanic                         | ss than 4 Perfor Targ  | mar   | 100 |   | obtained from administrative   |
| he percent<br>rogram wit<br>Year<br>1997  | Total<br>30.90<br>32.20          | Black 22.80 25.10       | Actu<br>White           | Hispanic 26.20 29.90            | mance Difference between Black and White 9.80     | Difference<br>between<br>White and<br>Hispanic<br>6.40                 | ss than 4 Perfor Targ  | mar   | 100 |   | obtained from administrative   |
| he percent<br>rogram wit<br>Year<br>1997<br>1998  | Total<br>30.90<br>32.20<br>34.40 | Black 22.80 25.10       | Mhite 32.60 33.80 35.30 | Hispanic 26.20 29.90            | Difference between Black and White 9.80           | Difference<br>between<br>White and<br>Hispanic<br>6.40<br>3.90         | ss than 4 Perfor Targ  | mar   | 100 |   | obtained from administrative   |
| Year 1997 1998  | Total<br>30.90<br>32.20<br>34.40 | Black 22.80 25.10 29.50 | Mhite 32.60 33.80 35.30 | Hispanic 26.20 29.90 32.50      | Difference between Black and White 9.80 8.70 5.80 | Difference<br>between<br>White and<br>Hispanic<br>6.40<br>3.90<br>2.80 | ss than 4 Perfor Targ  | mar   | 100 |   | obtained from administrative   |

Objective 8.3 of 3: Ensure that taxpayers will have a positive return on investment in the federal student financial assistance programs.

Indicator 8.3.1 of 1: Return on investment: The benefits of the student aid programs, in terms of increased tax revenues, will continue to exceed their costs.

| Targets and Performance Data                |      |      |      |              |      | Assessment of Progress                        | Sources and Data C   |  |
|---|------|------|------|--------------|------|---|--|--|
| Year Actual Performance Performance Targets |      |      |      |              | ı    | Explanation: The column titles are defined as | Source: Non-NCES<br>Survey/Research  |  |
| 200   | Low  | Best | High | Low          | Best | High  | follows. Low: A pessimistic set of assumptions leading to a low-end estimate of the return on  | Additional Source Inform<br>March Current Population   |
| 996   | 1.30 | 2.90 | 6.70 |              |      |   | investment. Best: The set of assumptions that  | (CPS) and Beginning Post   |
| 997   | 1.30 | 2.80 | 6.50 |              |      |   | we believe best captures the return on investment. High: An optimistic set of                  | Secondary (BPS) study wit imputations from the Nation  |
| 998   | 1.30 | 2.90 | 6.70 |              |      |   | assumptions leading to a high-end estimate of  | Postsecondary Student Aid  |
| 999   | 1.40 | 3.10 | 7.10 |              |      |   | the return on investment. The estimated return on investment is calculated in the following    | (NPSAS) and High School Beyond (HS&B). Behaviora   |
| 2000  | 1.50 | 3.30 | 7.70 |              |      |   | manner: 1) The discounted present value of   | assumptions were derived,  |
| 001   | 1.60 | 3.40 | 8    | 4.00         | 0.40 |   | tax revenue and welfare benefits is calculated for different educational attainment levels. 2) | feasible, from meta-analysiconducted by Leslie and B   |
| 003   | 1    |      |      | 1.60<br>1.60 | 3.40 | 8   | Under the "best" scenario, 90 percent of the   | in their 1988 book, <i>The Ec</i>  |
|   |      |      |      |              |      |   | assumed to be caused by obtaining more education.  | Frequency: Annually. Collection Period: 2002 - Data Available: March 200 Validated By: On-Site Mor<br>By ED.  Limitations: A number of assumptions and imputation required to estimate the retinvestment. By providing hillow estimates, one can assumptions and control of the retinvestment. |
|   |      |      |      |              |      |   |  | sensitivity of the results to assumptions used. Prior ye has been updated from pre reports to reflect more cominformation.   |

# **Student Financial Assistance Programs - 2004**

CFDA Numbers: 84.007 - Federal Supplemental Educational Opportunity Grants

84.033 - Federal Work-Study Program

84.037 - Loan Cancellations

84.038 - Federal Perkins Loan Program\_Federal Capital Contributions

84.063 - Federal Pell Grant Program

84.069 - Leveraging Educational Assistance Partnership

84.268 - Federal Direct Student Loans

## **Goal 8: Student Financial Assistance Programs Internal Goal**

#### Objective 8.1 of 1: Student Financial Assistance Programs Internal Objective 8

| Indicator 8.1.1 | of 1: Reduce or Maintain FSA Business Proce | ess Unit Cost       |   |   |
|-----------------|---|---------------------|---|---|
|                 | Targets and Performance Data                |                     | Assessment of Progress  | Sources and Data Quality                                    |
| Unit Cost of Ap | oplication Processing                       |                     |   | Additional Source   |
| Year            | Actual Performance                          | Performance Targets | <b>Explanation:</b> By the end of this fiscal                                   | Information: FSA Activity-<br>Based Cost Model will be used |
|                 | \$ Unit Cost                                | \$ Unit Cost        | year we will develop baseline unit cost   | to collect data. The model is                               |
| 2003            |   | 9,999               | measures for the business processes referenced. Since the baselines are         | currently under construction with a target date of May,     |
|                 |   |                     | unknown as of this writing (3/10/03), FSA                                       | 2003.   |
| Unit Cost of O  | rigination and Disbursement                 |                     | can only commit to maintaining the 2003 baselines in FY 2004. However, once the | Frequency: Annually.  |
| Year            | Actual Performance                          | Performance Targets | baselines are known later this year, FSA  | Collection Period: 2003                                     |
|                 | \$ Unit Cost                                | \$ Unit Cost        | will develop more precise 2004 targets.   | Data Available: September                                   |
| 2003            |   | 9,999               |   | 2003<br>Validated By: On-Site                               |
|                 |   |                     | 1   | Monitoring By ED.   |
| Unit Cost of Di | rect Loan Repayment                         |                     |   |   |
| Year            | Actual Performance                          | Performance Targets |   |   |
|                 | \$ Unit Cost                                | \$ Unit Cost        |   |   |
| 2003            |   | 9,999               |   |   |
|                 |   |                     |   |   |
| Unit Cost of Di | rect Loan Consolidation                     |                     |   |   |
| Year            | Actual Performance                          | Performance Targets |   |   |
|                 | \$ Unit Cost                                | \$ Unit Cost        |   |   |
| 2003            |   | 9,999               |   |   |
|                 |   |                     |   |   |
|                 |   |                     |   |   |
|                 |   |                     |   |   |

| Unit Cost of | Init Cost of Default Collections |                     |  |  |
|--------------|----------------------------------|---------------------|--|--|
| Year         | Actual Performance               | Performance Targets |  |  |
|              | \$ Unit Cost                     | \$ Unit Cost        |  |  |
| 2003         |                                  | 9,999               |  |  |

## **Gallaudet University - 2004**

CFDA Numbers: 84.910A - Gallaudet University Programs and Elementary and Secondary Education Programs

84.910B - Gallaudet University Endowment Grant 84.910D - Gallaudet University Construction Program

Goal 8: To challenge students who are deaf, graduate students who are deaf, and graduate students who are hearing, to achieve their academic goals and obtain productive employment, provide leadership in setting the national standard for best practices in education of the deaf and hard of hearing, and establish a sustainable resource base.

Objective 8.1 of 3: The University Programs and the Model Secondary School for the Deaf and the Kendall Demonstration Elementary School will optimize the number of students completing programs of study.

Indicator 8.1.1 of 3: Enrollment at Gallaudet University: Maintain minimum enrollment numbers in Gallaudet's undergraduate, graduate, and professional studies programs, as well as the Model Secondary School for the Deaf and the Kendall Demonstration Elementary School as established by Gallaudet University.

|                  | Targets and Performand | ce Data             | Assessment of Progress   | Sources and Data Quality  |
|------------------|------------------------|---------------------|--|---|
| Undergraduate e  | enrollment             |                     |  | Additional Source Information: Collegiate Office of Enrollment    |
| Year             | Actual Performance     | Performance Targets | <b>Explanation:</b> Gallaudet has established  | Services, and Clerc Center student                                |
| 1998             | 1,339                  |                     | minimum enrollment numbers of 1,250  | database, FY 2003 enrollment as of                                |
| 1999             | 1,300                  | 1,250               | undergraduates, 700 graduates, 70 professional studies students, as well as 225  | October 2002, summarized in Gallaudet's FY 2002 annual report,    |
| 2000             | 1,318                  | 1,250               | Model Secondary School and 140 Kendall   | submitted in 2003.  |
| 2001             | 1,321                  | 1,250               | School students. The total undergraduate enrollment held steady at 1,243, very near its  | Frequency: Annually.  |
| 2002             | 1,243                  | 1,250               | target. The graduate enrollment, while not   | Collection Period: 2003   |
| 2003             | 1,243                  | 1,250               | meeting its target, increased considerably over  | Data Available: October 2003                                      |
| 2004             |                        | 1,250               | the fiscal year 2002 enrollment. Implementation of key strategies for increasing   | Validated By: No Formal Verification.                             |
| Graduate enrolln | nent                   |                     | graduate and professional studies enrollments has resulted in substantial increases in both enrollment figures. While the Model Secondary School did not reach its target enrollment, it | Data supplied by Gallaudet  |
| Year             | Actual Performance     | Performance Targets |  | University and the Clerc Center. No formal verification procedure |
| 1998             | 714                    |                     |  | applied.  |
| 1999             | 628                    | 700                 | slightly increased enrollment over the fiscal year 2002 level. The Kendall School  |   |
| 2000             | 541                    | 700                 | enrollment increased approximately 3 percent   |   |
| 2001             | 625                    | 700                 | over the fiscal year 2002 level, again exceeding its target. Gallaudet has established   |   |
| 2002             | 517                    | 700                 | minimum enrollment targets based on  |   |
| 2003             | 617                    | 700                 | longstanding enrollment targets and historical   |   |
| 2004             |                        | 700                 | trends recognizing that actual figures vary from year to year.   |   |

| fessional stud | 1168               |                     |
|----------------|--------------------|---------------------|
| Year           | Actual Performance | Performance Targets |
| 1998           | 92                 |                     |
| 1999           | 70                 | 70                  |
| 2000           | 86                 | 70                  |
| 2001           | 93                 | 70                  |
| 2002           | 92                 | 70                  |
| 2003           | 154                | 70                  |
| 2004           |                    | 70                  |

| Model Secondar | Model Secondary School enrollment |                     |  |  |  |  |
|----------------|-----------------------------------|---------------------|--|--|--|--|
| Year           | Actual Performance                | Performance Targets |  |  |  |  |
| 1998           | 224                               |                     |  |  |  |  |
| 1999           | 209                               | 225                 |  |  |  |  |
| 2000           | 219                               | 225                 |  |  |  |  |
| 2001           | 205                               | 225                 |  |  |  |  |
| 2002           | 188                               | 225                 |  |  |  |  |
| 2003           | 190                               | 225                 |  |  |  |  |
| 2004           |                                   | 225                 |  |  |  |  |
| 1              |                                   |                     |  |  |  |  |

| Kendall School enrollment |                    |                     |  |  |  |
|---------------------------|--------------------|---------------------|--|--|--|
| Year                      | Actual Performance | Performance Targets |  |  |  |
| 1998                      | 137                |                     |  |  |  |
| 1999                      | 117                | 140                 |  |  |  |
| 2000                      | 135                | 140                 |  |  |  |
| 2001                      | 148                | 140                 |  |  |  |
| 2002                      | 148                | 140                 |  |  |  |
| 2003                      | 152                | 140                 |  |  |  |
| 2004                      |                    | 140                 |  |  |  |

Indicator 8.1.2 of 3: Student retention rate: Increase the undergraduate retention rate and maintain a minimum retention rate at the Model School/Kendall School.

| mulcator 0.1.2   | or 3. Student retention rate. Incre |                     |  |   |  |  |  |  |
|------------------|-------------------------------------|---------------------|--|---|--|--|--|--|
|                  | Targets and Performan               | ce Data             | Assessment of Progress   | Sources and Data Quality  |  |  |  |  |
| Undergraduate i  | etention rate                       |                     | Explanation: The percentage of   | Additional Source Information:  |  |  |  |  |
| Year             | Actual Performance                  | Performance Targets |  | Collegiate Office of the Register and Clerc<br>Center (Model and Kendall Schools) Office  |  |  |  |  |
| 1998             | 72                                  |                     | students returning to the University   | of Exemplary Programs and Research  |  |  |  |  |
| 1999             | 73                                  | 75                  | increased 2 percent from fiscal year 2001, making performance very close   | records, summarized in the FY 2002 annual report, submitted in 2003.  |  |  |  |  |
| 2000             | 72                                  | 76                  | to the target. Increased focus on  | Frequency: Annually. Collection Period: - 2003 Data Available: October 2003 Validated By: No Formal Verification.                   |  |  |  |  |
| 2001             | 71                                  | 76                  | retention of students and particular attention to the success of first year                                      |   |  |  |  |  |
| 2002             | 73                                  | 76                  | students have contributed to the   | Data Available: October 2003  |  |  |  |  |
| 2003             |                                     | 76                  | increase. Gallaudet has established a minimum retention rate of 90 percent for the Clerc Center. The fiscal year | Validated By: No Formal Verification.  Data supplied by Gallaudet University and  |  |  |  |  |
| 2004             |                                     | 76                  |  | the Clerc Center.   |  |  |  |  |
|                  |                                     |                     | 2002 Clerc Center retention rate of 86   |   |  |  |  |  |
| Clerc Center: Mo | odel School and Kendall School ra   | te                  | percent is nearly at the same level reported for fiscal year 2001, but still slightly below the target.          | <b>Limitations:</b> Gallaudet plans to refine the retention rate indicator for the Clerc Cente students and how progress toward its |  |  |  |  |
| Year             | Actual Performance                  | Performance Targets |  |   |  |  |  |  |
| 1998             | 85                                  |                     |  | target is calculated so that it more validly reflects the provision of a free appropriate   |  |  |  |  |
| 1999             | 92                                  | 90                  |  | public education (FAPE) to Clerc Center   |  |  |  |  |
| 2000             | 82                                  | 90                  |  | students. The concepts of retention and   |  |  |  |  |
| 2001             | 88                                  | 90                  |  | persistence at the postsecondary level do not translate appropriately to elementary   |  |  |  |  |
| 2002             | 86                                  | 90                  |  | and secondary special education.  |  |  |  |  |
| 2003             |                                     | 90                  |  |   |  |  |  |  |
| 2004             |                                     | 90                  |  |   |  |  |  |  |

Indicator 8.1.3 of 3: Student graduation rate: The undergraduate graduation rates at the university will increase. The Model School graduation rate will be maintained.

|                 | Targets and Performand   | ce Data             | Assessment of Progress   | Sources and Data Quality   |
|-----------------|--------------------------|---------------------|--|--|
| Year<br>1998    | Actual Performance<br>41 | Performance Targets | Explanation: The University's performance increased slightly from fiscal year 2001, but fell short its target. The University has instituted a                                     | Additional Source Information<br>Collegiate Office of the Registra<br>and the Clerc Center Office of<br>Exemplary Programs and Resea<br>records, summarized in FY 2003 |
| 1999<br>2000    | 42                       | 41 42               | number of strategies to improve its undergraduate graduation rate. The Model School 80 percent graduation rate reflects  | annual report, submitted in 2003  Frequency: Annually.   |
| 2001            | 41<br>42                 | 43<br>44            | those students who completed all graduation requirement by the end of their senior year. An  | Collection Period: - 2003 Data Available: October 2003   |
| 2003            |                          | 45                  | additional 5 percent deferred graduation pending completion of course work, and 13 percent changed their graduation date and will return for the fifth year option. Therefore, the | Validated By: No Formal Verification. Data supplied by Gallaudet University and the Clerc Center.  Limitations: Gallaudet plans to                                     |
| odel School gra | aduation rate            |                     | total projected graduation rate for fiscal year 2002 senior class is expected to be 98 percent.  |  |
| Year            | Actual Performance       | Performance Targets | 2002 Seriioi class is expected to be 30 percent.   | reconceptualize how performance  |
| 1998            | 93                       |                     |  | assessed for the Model School  |
| 1999            | 88                       | 94                  |  | graduation rate to make this indicator a more valid reflection   |
| 2000            | 98                       | 94                  |  | what really occurs with a given  |
| 2001            | 90                       | 94                  |  | senior class. Students may grad at the end of their senior year, of  |
| 2002            | 80                       | 94                  |  | they may make the decision, as   |
| 2003            |                          | 94                  |  | of the Individualized Education<br>Program (IEP) process, to change  |
| 2004            |                          | 94                  |  | their graduation so they may continue to pursue their IEP goa or they may elect to take the fifth year option.   |

Objective 8.2 of 3: Gallaudet works in partnership with others to develop and disseminate educational programs and materials for deaf and hard-of-hearing students.

Indicator 8.2.1 of 1: Use of the Demonstration Schools' expertise: Other programs and/or institutions adopting innovative curricula and other products, or modifying their strategies as a result of Model and Kendall's leadership, will be maintained or increased.

|                | Targets and Performand              | ce Data             | Assessment of Progress   | Sources and Data Quality  |
|----------------|-------------------------------------|---------------------|--|---|
| Programs adopt | ing Model/Kendall Innovative strate | egies/curricula     |  | Additional Source Information: Records of the Clerc Center Office |
| Year           | Actual Performance                  | Performance Targets | <b>Explanation:</b> Fifty-six new programs adopted                                     | of Training and Professional                                      |
| 1998           | 41                                  |                     | innovative Clerc Center strategies or curricula  | Development, summarized in the FY                                 |
| 1999           | 52                                  | 41                  | in FY 2002, representing an increase over fiscal year 2001 and exceeding its target in | 2002 Annual Report, submitted in January 2003.                    |
| 2000           | 62                                  | 41                  | fiscal year 2002. Again, it should be noted that                                       |   |
| 2001           | 39                                  | 41                  | the number of new programs adopting innovations from year to year will vary and        | Frequency: Annually. Collection Period: - 2003                    |
| 2002           | 56                                  | 41                  | depends in part on the number and type of  | Data Available: October 2003                                      |
| 2003           |                                     | 41                  | strategies and curricula being disseminated by the Clerc Center and the financial and  | Validated By: No Formal Verification.                             |
| 2004           |                                     | 41                  | personnel resources available within other   | Data supplied by Gallaudet  |
|                |                                     |                     | programs to participate in training and implementation activities.                     | University and the Clerc Center.                                  |

Objective 8.3 of 3: Curriculum and Extra-Curricular activities prepare students to meet the skill requirements of the workplace or to continue their studies.

Indicator 8.3.1 of 2: Employment and advanced studies opportunities at the University: Gallaudet's Bachelor graduates will either find employment or attend graduate school during their first year after graduation.

|      | Targets and Performand                | ce Data             | Assessment of Progress  | Sources and Data Quality  |
|------|---------------------------------------|---------------------|---|---|
|      | os or graduate school during first ye | 1                   |   | Additional Source Information: University study on the status of                  |
| Year | Actual Performance                    | Performance Targets | <b>Explanation:</b> The 90 percent figure for   | graduates' employment and   |
| 1998 | 95                                    |                     | Bachelor degree graduates either employed or  | advanced studies, February, 2001  |
| 1999 | 98                                    | 95                  | in graduate school continues to represent a high degree of success and normal fluctuation | Frequency: Annually.  |
| 2000 | 97                                    | 95                  | for the approximately one-third of graduates  | Collection Period: - 2003   |
| 2001 | 100                                   | 95                  | likely that the present economy was a factor in the decrease.                             | <b>Data Available:</b> October 2003 <b>Validated By:</b> No Formal  Verification. |
| 2002 | 90                                    | 95                  |   |   |
| 2003 |                                       | 95                  |   | Data supplied by Gallaudet University.  |
| 2004 |                                       | 95                  |   | Offiversity.  |
|      |                                       |                     |   |   |

Indicator 8.3.2 of 2: Employment and advanced studies opportunities at the Model Secondary School: A high percentage of the Model Secondary School graduates will either find jobs commensurate with their training or will attend postsecondary programs.

|                                     | Targets and Performan                           | ce Data                         | Assessment of Progress   | Sources and Data Quality   |
|-------------------------------------|---|---------------------------------|--|--|
| Model Secondar<br>year after gradua | y School graduates in jobs or post<br>ation (%) | secondary programs during first | Fundamentians in figural year 2002, 00 persons of  | Additional Source Information:<br>Clerc Center Exemplary Programs              |
| Year                                | Actual Performance                              | Performance Targets             | <b>Explanation:</b> In fiscal year 2002, 90 percent of the Model Secondary School graduates were                                   | and Research.  |
| 2000                                | 74  | ĺ                               | engaged in productive activities, including  | Frequency: Annually.   |
| 2001                                | 72  | 80                              | postsecondary education, work, or Vocational Rehabilitation evaluation or training four months after June graduation. The other 10 | Collection Period: - 2003 Data Available: October 2003 Validated By: No Formal |
| 2002                                | 90  | 80                              |  |  |
| 2003                                |   | 80                              | percent of graduates reported that they were actively involved in looking for work.  | Verification. Data supplied by Gallaudet                                       |
| 2004                                |   | 80                              | actively involved in looking for work.   | University.  |
|                                     |   |                                 |  |  |

## National Technical Institute for the Deaf - 2004

CFDA Numbers: 84.908A - National Technical Institute for the Deaf Operations

84.908B - National Technical Institute for the Deaf Endowment Program 84.908C - National Technical Institute for the Deaf Construction Program

# Goal 8: To provide deaf and hearing students in undergraduate programs and professional studies with state-of-the-art technical and professional education programs, underdate a program of applied research; share NTID expertise and expand outside sources of revenue

Objective 8.1 of 3: Provide deaf and hearing students in undergraduate and professional studies with outstanding state-of-the-art technical and professional education programs, complemented by a strong arts and sciences curriculum and supplemented with appropriate student support services.

| Indica | ator 8.1.1 of 1: E | Enrollment: I                     | Maintain a min | imum student | body of und   | ergraduates, g                              | raduates, and educational interpreters as e   | established by NTID.  |
|--------|--------------------|-----------------------------------|----------------|--------------|---|---|---|---|
|        |                    | Tar                               | gets and Perfo | rmance Data  | Assessment of Progress  | Sources and Data Quality                    |   |   |
| Numb   | per of students    | al Performa                       | nce            | Perfo        | Additional Source Information: National Explanation: NTID's goal is to maintain a |   |   |   |
|        | Undergraduate      | Grad/Masters<br>in Special<br>Ed. |                | Educational  | Grad/Masters<br>in Special<br>Ed.   | student body of 1,080 undergraduates, 100 C | Office records, FY 2003 as of October 2002.   |   |
| 1995   | 1,035              | 59                                | 10             |              |   |   | The Education Interpreter Program enrollment has not met it's target for the        | Frequency: Annually. Collection Period: 2003                    |
| 1996   | 1,038              | 59                                | 27             |              |   |   | last several years primarily due to more  | Data Available: October 2003                                    |
| 1997   | 1,069              | 72                                | 32             |              |   |   | rigorous entrance requirements since the program was elevated to a bachelor's level | Data supplied by the National Technical Institute for the Deaf. |
| 1998   | 1,085              | 84                                | 36             |              |   |   | program. With more aggressive No formal verification                                | No formal verification applied.                                 |
| 1999   | 1,135              | 93                                | 50             | 1,080        | 100   | 50  | recruitment, the institute is confident that the Educational Interpreter Program    |   |
| 2000   | 1,084              | 77                                | 59             | 1,080        | 100   | 50  | enrollment will increase, but more slowly   |   |
| 2001   | 1,089              | 75                                | 55             | 1,080        | 100   | 50  | than originally anticipated.  |   |
| 2002   | 1,125              | 53                                | 60             | 1,080        | 100   | 75  |   |   |
| 2003   | 1,093              | 65                                | 73             | 1,080        | 100   | 75  |   |   |
| 2004   |                    |                                   |                | 1,080        | 100   | 75  |   |   |

Objective 8.2 of 3: Maximize the number of students successfully completing a program of study

Indicator 8.2.1 of 2: Graduation rate: The graduation rate for students in sub-baccalaureate and baccalaureate programs will be maintained or increased.

| maioai         | 0.2.1   | Or Z. Oradaati              | on rate. The gr | auuatioi | Trate for stude | into in oub-bac | calaureate and baccalaureate programs will be                              | inamitamed of increased.   |
|----------------|---|-----------------------------|-----------------|----------|-----------------|-----------------|--|--|
|                |   | Tar                         | gets and Perfor | mance D  | ata             |                 | Assessment of Progress   | Sources and Data Quality   |
| Studer<br>Year | t gradua  | ntion rates  Actual Perfori | mance           |          | Performance T   | argets          | Explanation: The Institute's goal is to maintain                           | Additional Source Information: National Technical Institute for the Deaf Registrar Office Records. |
|                | Overall Baccalaureate Baccalaureate Baccalaureate Baccalaureate |                             |                 |          |                 | Baccalaureate   |  | Frequency: Annually. Collection Period: 2003   |
| 1997           | 50  | 50                          | 51              |          |                 |                 | maintain the rate for students in baccalaureate programs above 60 percent. | Data Available: October 2003   |
| 1998           | 51  | 50                          | 57              |          |                 |                 |  | Validated By: No Formal  |
| 1999           | 53  | 50                          | 61              |          |                 |                 | Data supplied by the Na  | Verification.  |
| 2000           | 53  | 50                          | 63              | 53       | 51              | 61              |  | Technical Institute for the Deaf. No   |
| 2001           | 54  | 50                          | 64              | 53       | 51              | 61              |  | formal verification procedure  |
| 2002           | 57  | 54                          | 66              | 53       | 52              | 61              |  | applied.   |
| 2003           |   |                             |                 | 53       | 52              | 61              |  |  |
| 2004           |   |                             |                 | 53       | 52              | 61              |  |  |
|                |   |                             |                 |          |                 |                 |  | <u> </u>   |

Indicator 8.2.2 of 2: Student retention rate: The first-year student overall retention rate will be maintained; sub-baccalaureate will increase; and baccalaureate will be maintained.

|                       |           | Tar                      | gets and Perfor | mance D | Data                  |         | Assessment of Progress  | Sources and Data Quality  |  |  |  |
|-----------------------|-----------|--------------------------|-----------------|---------|-----------------------|---------|---|---|--|--|--|
| Studen<br><b>Year</b> | t retenti | on rates  Actual Perfori | mance           |         | Performance 1         | Fargets | Explanation: Although the overall retention   | Additional Source Information:<br>NTID Registrar office records |  |  |  |
|                       | Overall   | Sub-<br>Baccalaureate    | Baccalaureate   |         | Sub-<br>Baccalaureate |         | rate exceeded or met its target in recent years, the sub- baccalaureate performance, although Collection Period: 2003 |   |  |  |  |
| 1997                  | 76        | 85                       | 84              |         |                       |         | it has increased, it has not met its target. Improvements in recent year performance                                  | Data Available: October 2003 Validated By: No Formal            |  |  |  |
| 1998                  | 74        | 73                       | 81              |         |                       |         | makes NTID confident that current and new   | Verification.   |  |  |  |
| 1999                  | 74        | 69                       | 84              |         |                       |         | retention strategies will help achieve the target of 74 percent in 2003 or 2004.                                      |   |  |  |  |
| 2000                  | 74        | 69                       | 85              | 74      | 73                    | 84      | 0174 percent in 2000 or 2004.   |   |  |  |  |
| 2001                  | 74        | 68                       | 86              | 74      | 74                    | 84      |   |   |  |  |  |
| 2002                  | 77        | 72                       | 87              | 74      | 74                    | 84      |   |   |  |  |  |
| 2003                  |           |                          |                 | 74      | 74                    | 84      |   |   |  |  |  |
| 2004                  |           |                          |                 | 74      | 74                    | 84      |   |   |  |  |  |

Objective 8.3 of 3: Prepare graduates to find satisfying jobs in fields commensurate with the level of their academic training.

| Indicator 8.3.1 o | of 1: Placement rate: Maintain a l | nigh percentage of graduates p | aced in the workforce.  |   |  |  |
|-------------------|------------------------------------|--------------------------------|---|---|--|--|
|                   | Targets and Performan              | ce Data                        | Assessment of Progress  | Sources and Data Quality  |  |  |
| Placement rate    |                                    |                                |   | Additional Source Information:                                  |  |  |
| Year              | Year Actual Performance Perform    |                                | Explanation: Placement rate data is reported  | National Technical Institute for the Deaf Placement Records.    |  |  |
| 1995              | 94                                 |                                | the year after graduation. NTID has   |   |  |  |
| 1996              | 96                                 | İ                              | established a minimum placement rate of graduates entering the workforce at 95                            | Frequency: Annually. Collection Period: - 2003                  |  |  |
| 1997              | 97                                 |                                | percent. The Institute believes that a 95   | Data Available: October 2003                                    |  |  |
| 1998              | 95                                 |                                | percent placement rate represents an  | Data supplied by the National                                   |  |  |
| 1999              | 94                                 | 95                             | conditions have deteriorated to a point where it is affecting students' ability to find permanent applied | echnical Institute for the Deaf. No rmal verification procedure |  |  |
| 2000              | 90                                 | 95                             |   | applied.  |  |  |
| 2001              | 92                                 | 95                             | placement. The placement rates are calculated as the percentage of graduates who are                      |   |  |  |
| 2002              |                                    | 95                             | employed among those who want to be   |   |  |  |
| 2003              |                                    | 95                             | employed. Those individuals who continue their education or who are not seeking                           |   |  |  |
| 2004              |                                    | 95                             | employment, for whatever reasons, in the  |   |  |  |
|                   |                                    | 1                              | respective years, are not included. The Bureau of Labor Statistics uses this same methodology.            |   |  |  |

# 21st Century Community Learning Centers - 2004

CFDA Number: 84.287 - Twenty-First Century Community Learning Centers

Goal 8: To enable public elementary and secondary schools to plan, implement, or expand extended learning opportunities for the benefit of the educational, health, social service, cultural, and recreational needs of their communities.

Objective 8.1 of 2: Participants in 21st Century Community Learning Center Programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Indicator 8.1.1 of 2: Achievement: Students regularly participating in the program will show improvement in achievement through measures such as test scores, grades, and/or teacher reports.

| graue | s, and/or tea      | acher report          | is.                                    |  |                 |                    |                               |                       |                                     |  |  |            |                    |                           |  |
|-------|--------------------|-----------------------|--|--|-----------------|--------------------|-------------------------------|-----------------------|-------------------------------------|--|--|------------|--------------------|---------------------------|--|
|       |                    |                       |  |  | Та              | rgets and          | d Performan                   | ce Data               |                                     |  |  |            |                    | Assessment of<br>Progress | Sources and Data Quality                                   |
| Perce | entage of regi     | ular program          | participa                              | ants who                               | se Math/l       | English g          | ırades impro                  | ved from fall t       | o spring.                           |  |  |            |                    |                           | Additional   |
| Year  |                    | Actua                 | al Perfor                              | mance                                  |                 |                    |                               |                       | Performan                           | ce Targe                               | ts                                     |            |                    |                           | Source Information:  |
|       | Elementary<br>Math | Elementary<br>English | Middle<br>or<br>High<br>School<br>Math | Middle<br>or High<br>School<br>English | Overall<br>Math | Overall<br>English |                               | Elementary<br>English | Middle<br>or High<br>School<br>Math | Middle or<br>High<br>School<br>English | Overall<br>Math                        | Overall E  | English            |                           | 21st Century<br>Community<br>Learning<br>Centers<br>Annual |
| 2000  | 43                 | 45                    | 36                                     | 37                                     | 39              | 41                 |                               |                       |                                     |  |  |            |                    |                           | Performance Report.  |
| 2001  | 43                 | 46                    | 37                                     | 39                                     | 40              | 43                 | 45                            | 45                    | 45                                  | 45                                     | 45                                     | 45         | 5                  |                           |  |
| 2002  | 41.10              | 44.20                 | 37.20                                  | 39.40                                  | 39.40           | 42.30              | 45                            | 45                    | 45                                  | 45                                     | 45                                     | 45         | 5                  |                           | Frequency:<br>Annually.                                    |
| 2003  |                    |                       |  |  |                 |                    | 45                            | 45                    | 45                                  | 45                                     | 45                                     | 45         | 5                  |                           | Collection   |
| 2004  |                    |                       |  |  |                 |                    | 45                            | 45                    | 45                                  | 45                                     | 45                                     | 45         | 5                  |                           | Period: 2002 - 2003  |
| Perce |                    | ular program          |  |  |                 |                    | est scores im                 | proved from           |                                     |  |  | e grade le | evel.              |                           | Data<br>Available:   |
|       | Year               |                       | Α                                      |  | rforman         |                    |                               |                       | Perf                                | ormance                                |  | 1          |                    |                           | Validated  |
|       |                    | Elementary<br>Math    | Elemen<br>Englis                       |  | ligh or l       | - 1                | rerall Overal<br>lath English | l Elementary<br>Math  | Elementar<br>English                | Middle<br>or High<br>School<br>Math    | Middle<br>or High<br>School<br>English |            | Overall<br>English |                           | By: No<br>Formal<br>Verification.<br>Data                  |
|       | 2000               | 5.80                  | 5.10                                   | 3.                                     | 90 3.           | 90 4               | .80 4.50                      |                       |                                     |  |  |            |                    |                           | supplied by  |
|       | 2001               | 5                     | 4.10                                   | 8.                                     | 10 5.           | 50 6               | .60 6                         | 6                     | 6                                   | 6                                      | 6                                      | 6          | 6                  |                           | grantees.  |
|       | 2002               | 3.70                  | 4                                      |  | 2 3.            | 90 3               | .70 4.10                      | 6                     | 6                                   | 6                                      | 6                                      | 6          | 6                  |                           |  |

| 2003 |  |  |  | 6 | 6 | 6 | 6 | 6 | 6 |
|------|--|--|--|---|---|---|---|---|---|
| 2004 |  |  |  | 6 | 6 | 6 | 6 | 6 | 6 |

Percentage of regular program participants with teacher-reported improvement in homework completion and class participation.

| Year |            | Actual Performance         | Performance Targets |            |                            |         |  |
|------|------------|----------------------------|---------------------|------------|----------------------------|---------|--|
|      | Elementary | Middle or High School Math | Overall             | Elementary | Middle or High School Math | Overall |  |
| 2000 | 76         | 64                         | 69                  |            |                            |         |  |
| 2001 | 74         | 71                         | 73                  | 75         | 75                         | 75      |  |
| 2002 | 76.30      | 73.60                      | 75.50               | 75         | 75                         | 75      |  |
| 2003 |            |                            |                     | 75         | 75                         | 75      |  |
| 2004 |            |                            |                     | 75         | 75                         | 75      |  |

Indicator 8.1.2 of 2: Behavior: Students participating in the program will show improvement through measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

|  |                        | Targets and P           | erformar | nce Data |                         | Assessment of Progress | Sources and Data Quality  |  |
|--|------------------------|-------------------------|----------|----------|-------------------------|------------------------|---|--|
| Percentage of students with teacher-reported improvements in student behavior  Year Actual Performance Performance Targets  Middle or High School Overall Elementary High School Overall |                        |                         |          |          |                         |                        | <b>Explanation:</b> According to teacher reports in 2002, 76 percent of the students who regularly participated in 21st Century Community | Additional Source Information: 21st Century Community Learning Centers Annual Performance Reports. |
| 2000   | Elementary<br>62<br>73 | High School<br>57<br>75 | 59<br>74 | 70<br>75 | High School<br>70<br>75 | Overall<br>70<br>75    | Learning Center programs showed behavioral improvements (up from 74% in 2001).  | Frequency: Annually. Collection Period: 2002 - 2003 Data Available: 2004                           |
| 2002   | 76                     | 76.90                   | 76.30    | 75<br>75 | 75<br>75                | 75<br>75               |   | Validated By: No Formal Verification. Data supplied by grantees.                                   |
| 2004   |                        |                         |          | 75       | 75                      | 75                     |   | Limitations: Teacher reports are   |
|  |                        |                         |          |          |                         |                        |   | subjective and thus subject to variation over time and across sites.                               |

Objective 8.2 of 2: 21st Century Community Learning Centers will show improvement through measures such as school attendance, classroom performance and decreased disciplinary actions or other adverse behaviors

Indicator 8.2.1 of 2: Core educational services: Percent of centers that offer high-quality services in at least one core academic area, such as reading and literacy, mathematics, and science.

|                                 | Targets and Performand            | ce Data                    | Assessment of Progress | Sources and Data Quality  |
|---------------------------------|-----------------------------------|----------------------------|------------------------|---|
| Percentage of 21 academic area. | 1st Century Centers reporting emp | hasis in at least one core |                        | Additional Source Information: 21st CCLC Annual Performance Report.                         |
| Year                            | Actual Performance                | Performance Targets        |                        | Frequency: Annually.  |
| 2000                            | 97                                | 85                         |                        | Collection Period: 2002 - 2003  Data Available: 2004  Validated By: No Formal Verification. |
| 2001                            | 96                                | 85                         |                        |   |
| 2002                            | 94.80                             | 85                         |                        | Data supplied by grantees.  |
| 2003                            |                                   | 85                         |                        | Improvements: Data collection for web-  |
| 2004                            |                                   | 85                         |                        | based system will be upgraded periodically.   |
|                                 |                                   |                            |                        |   |

Indicator 8.2.2 of 2: Enrichment and support activities: Percentage of centers that offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

|   | Targets and Performan                                       | ce Data  | Assessment of Progress   | Sources and Data Quality   |  |  |  |
|---|---|--|--|--|--|--|--|
| Percentage of 2 <sup>o</sup><br>technology      | 1st Century Centers offering enrich                         | nment and support activities in                      | <b>Explanation:</b> The vast majority of the centers   | Additional Source Information: 21st CCLC Annual Performance Report.              |  |  |  |
| Year  | ar Actual Performance                                       | Performance Targets                                  | (96%) offer enrichment and support services  |  |  |  |  |
| 2000  | 70  | 85   | (96%) offer enrichment and support services with a significant proportion (81 percent) offering computer- or technology-related activities. This is up from 79% in 2001. | Frequency: Annually.   |  |  |  |
| 2001  | 79  | 85   |  | Collection Period: 2002 - 2003  Data Available: 2003                             |  |  |  |
| 2002  | 80.60 85  |  |  | Validated By: No Formal  |  |  |  |
| 2003  |   | 85   |  | Verification.  Data supplied by grantees.  |  |  |  |
|   |   | 1  | <del>-</del> 1   | Data supplied by grantees.   |  |  |  |
| 2004  |   | 85   |  | Improvements: Data collection for  |  |  |  |
| Percentage of 2<br>other areas.                 | 1st Century Centers offering enrich                         | nment and support activities in                      |  |  |  |  |  |
| Percentage of 2                                 | 1st Century Centers offering enrich  Actual Performance  97 |  |  | Improvements: Data collection for web-based system will be upgrade periodically. |  |  |  |
| Percentage of 2<br>other areas.<br><b>Year</b>  | Actual Performance  | nment and support activities in  Performance Targets |  | web-based system will be upgrade   |  |  |  |
| Percentage of 2<br>other areas.<br>Year<br>2000 | Actual Performance  | Performance Targets 85                               |  | web-based system will be upgrade   |  |  |  |
| Percentage of 2 other areas. Year 2000 2001     | Actual Performance 97 95                                    | Performance Targets  85  85                          |  | web-based system will be upgrade   |  |  |  |

# **Advanced Placement Incentives Program - 2004**

**CFDA Number:** 84.330C - Advanced Placement Incentives Program

## Goal 8: To increase the numbers of low-income high school students prepared to pursue higher education

Objective 8.1 of 1: Encourage a greater number of low-income students to participate in the AP program.

| Indicator 8.1.1 o | of 1: Students served: The numb   | er of AP tests taken by low-income | e students.            |  |
|-------------------|-----------------------------------|------------------------------------|------------------------|--|
|                   | Targets and Performan             | ce Data                            | Assessment of Progress | Sources and Data Quality                                       |
| The number of A   | P tests taken by low-income stude | ents.                              |                        | Additional Source Information:                                 |
| Year              | Actual Performance                | Performance Targets                |                        | Educational Testing Service                                    |
| 1999              | 92,570                            | 83,300                             |                        | Frequency: Annually.   |
| 2000              | 102,474                           | 102,000                            |                        | Collection Period: 2001 - 2002  Data Available: September 2003 |
| 2001              | 112,891                           | 112,200                            |                        | Validated By: No Formal  |
| 2002              | 140,572                           | 124,180                            |                        | Verification.  |
| 2003              |                                   | 154,629                            |                        |  |
| 2004              |                                   | 170,092                            |                        |  |

## **Character Education - 2004**

**CFDA Number:** 84.215 - Fund for the Improvement of Education

## Goal 8: To help promote the development of strong character among the Nation's students

Objective 8.1 of 1: Support the development and implementation of high-quality character education programs

Indicator 8.1.1 of 1: Partnership in Character Education Program grantees will demonstrate substantial progress toward achieving the results-based goals and objectives established in their applications.

|                  | Targets and Performand             | ce Data               | Assessment of Progress                         | Sources and Data Quality   |
|------------------|------------------------------------|-----------------------|--|--|
| Percentage of gr | rantees meeting their measurable g | goals and objectives. |  | Additional Source Information: Review of program files.  |
| Year             | Actual Performance                 | Performance Targets   | <b>Explanation:</b> Requirements for measuring | Theview of program lifes.  |
| 2003             |                                    | 75                    | progress toward goals and objectives will be   | Frequency: Other. Collection Period: 2003 - 2004 Data Available: January 2004 Validated By: On-Site Monitoring |
| 2004             |                                    | 80                    | Education Program direct grants.               |  |
| 2005             |                                    | 85                    |  |  |
|                  |                                    |                       |  | By ED.   |
|                  |                                    |                       |  |  |

# **Public Charter Schools Program - 2004**

CFDA Number: 84.282 - Charter Schools

## Goal 8: To support the creation of a large number of high-quality charter schools and to evaluate their effects.

Objective 8.1 of 1: Encourage the development of a large number of high-quality charter schools that are free from state or local rules that inhibit flexible operation, are held accountable for enabling students to reach challenging state performance standards, and are open to all students.

| Indicator 8.1.1 of 2: State legislation: The number of states that have charter school legislation. |   |    |   |   |  |  |
|---|---|----|---|---|--|--|
|   | Targets and Performance Data  |    |   | Sources and Data Quality  |  |  |
|   | Number of states with charter school legislation (including the District of Columbia and Puerto Rico) |    |   | Additional Source Information: State Educational Agencies (SEA); state legislatures.          |  |  |
| Year  | Year Actual Performance Performance Targets   |    |   | Frequency: Annually.  |  |  |
| 1995  | 12  |    | States will be considering legislation this year. | Collection Period: 2002   |  |  |
| 1996  | 19  |    |   | Data Available: January 2003 Validated By: On-Site Monitoring By ED.                          |  |  |
| 1997  | 27  |    |   |   |  |  |
| 1998  | 31  |    |   | <b>Limitations:</b> There is variation in the definition of state charter school legislation. |  |  |
| 1999  | 38  |    |   | onartor concornegiciation.  |  |  |
| 2000  | 38  | 40 |   |   |  |  |
| 2001  | 39  | 42 |   |   |  |  |
| 2002  |   | 42 |   |   |  |  |
| 2003  |   | 43 |   |   |  |  |
| 2004  |   | 44 |   |   |  |  |

| Indicator 8.1.2 of 2: Charter operations: The number of charter schools in operation around the Nation. |   |                        |  |   |  |  |
|---|---|------------------------|--|---|--|--|
| Targets and Performance Data  |   | Assessment of Progress | Sources and Data Quality                         |   |  |  |
| Number of charter schools in operation  |   |                        | 1  | Additional Source Information: SEAs; State  |  |  |
| Year  | Year Actual Performance Performance Targets |                        | Explanation: There has                           | legislatures.   |  |  |
| 1995  | 100   |                        | been a positive trend                            | Frequency: Annually.  |  |  |
| 1996  | 255   |                        | toward meeting this objective. The number of     | Collection Period: 2002 Data Available: January 2003 Validated By: On-Site Monitoring By ED.  Limitations: Differences in the definition of charter |  |  |
| 1997  | 428   |                        | charter schools in                               |   |  |  |
| 1998  | 790   |                        | operation has dramatically increased from 100 in |   |  |  |
| 1999  | 1,100                                       |                        | 1994 to 2,431 in 2002.                           | schools (i.e., some states count multiple sites as single   |  |  |
| 2000  | 1,700                                       | 2,060                  |  | charters, while others count them as multiple charters) cause variability in the counts SEAs. There is sometimes                                    |  |  |
| 2001  | 2,110                                       | 2,667                  |  | disagreement about numbers of charter schools in  |  |  |
| 2002  | 2,431                                       | 3,000                  |  | operation among the agencies that do the counting.  |  |  |
| 2003  |   | 3,000                  |  |   |  |  |
| 2004  |   | 3,000                  |  |   |  |  |

# **Early Reading First - 2004**

**CFDA Number:** 84.359 - Early Reading First

Goal 8: To support local efforts to enhance the early language, literacy, and prereading development of preschool age children through strategies and professional development based on scientifically based reading research.

Objective 8.1 of 1: Preschool-aged children will attain the necessary early language, cognitive and pre-reading skills to enter kindergarten prepared for continued learning.

Indicator 8.1.1 of 3: Language: Comparison of ERF preschool children's performance on the Peabody Picture Vocabulary Test-III with non-ERF preschool children

| children. | children.  |                     |  |  |  |  |  |
|-----------|--|---------------------|--|--|--|--|--|
|           | Targets and Performance  | e Data              | Assessment of Progress   | Sources and Data Quality   |  |  |  |
|           | erence between the scores of ERF per on the Peabody Picture Vocabula |                     | Early R Explanation: The first full program year for Early Reading First grantees is 2003-2004. Early Reading First preschool children will take | Additional Source Information: Early Reading First Annual Performance Report; Peabody Picture Vocabulary Test-III  |  |  |  |
| Year      | Actual Performance   | Performance Targets |  |  |  |  |  |
| 2003      |  | 999                 |  | Francisco Americally   |  |  |  |
| 2004      |  | 10                  | a Peabody Picture Vocabulary Test-III pre-test<br>and a post-test after the year of Early Reading  | Frequency: Annually. Collection Period: 2003 - 2004  |  |  |  |
|           |  |                     | First intervention. Post-test scores of ERF preschool children will be compared to the post-test scores of non-ERF preschool children.           | Data Available: December 2004 Validated By: No Formal Verification. Peabody Picture Vocabulary Test- Third Edition (PPVT) is a nationally normed test; the test is validated internally and correlated with other measures of cognitive development.  Limitations: Not all Early Reading First grantees use the PPVT to measure cognitive development. Data collected represent the sample of grantees who use the PPVT.  Improvements: Grantees will be encouraged to use the PPVT to increase the sample size from which these data are collected. |  |  |  |

Indicator 8.1.2 of 3: Early Reading: The comparison of the performance of ERF preschool children on the Test of Early Reading-3 with the scores on non-ERF preschool children.

| 100000000000000000000000000000000000000 |  |                     |   |  |  |  |  |
|---|--|---------------------|---|--|--|--|--|
|   | Targets and Performance  | e Data              | Assessment of Progress  | Sources and Data Quality   |  |  |  |
|   | erence between the scores of ERF per en on the Test of Early Reading Ab. |                     | <b>Explanation:</b> FY 2003-2004 is the first program year for Early Reading  | Additional Source Information: TERA-3 tests the mastery of early developing reading  |  |  |  |
| Year                                    | Actual Performance   | Performance Targets |   | skills. The Early Reading First Performance Report is submitted to the Department by   |  |  |  |
| 2003                                    |  | 999                 | First grantees. The first Early   | ERF grantees as an annual performance  |  |  |  |
| 2004                                    |  | 10                  | Reading First Performance Report will be due December 2004. The Test  | report.  |  |  |  |
|   |  |                     | of Early Reading Ability (TERA-3) is a measure of early reading abilities that will be administered to ERF preschool children with scores reported in the ERF Performance Report. | Frequency: Annually. Collection Period: 2003 - 2004 Data Available: December 2004 Validated By: No Formal Verification. The TERA-3 is a normed test that has been subjected to validity and reliable tests by the test designer and publisher.  Limitations: Not all Early Reading First grantees use the TERA-3 to measure early reading abilities.  Improvements: ERF grantees will be encouraged to use the TERA-3 as the measure of early reading abilities. |  |  |  |

Indicator 8.1.3 of 3: Phonemic Awareness: The percent of ERF preschool children demonstrating "emerging phonemic awareness" according to the Yopp-Singer Test of Phonemic Segmentation.

|                             | Targets and Performan             | ce Data              | Assessment of Progress  | Sources and Data Quality   |
|-----------------------------|-----------------------------------|----------------------|---|--|
| Percentage of El awareness. | RF preschool children demonstrati | ng emerging phonemic | FI. Simon The Santa   | Additional Source Information: The Yopp Singer Test of Phonemic Segmentation test  |
| Year                        | Actual Performance                | Performance Targets  | Explanation: The first program year for Early Reading First grantees is   | phoneme awareness. Early Reading First Performance Report.   |
| 2003                        |                                   | 999                  | 2003-2004. The code, 999,   |  |
| 2004                        |                                   | 33                   | represents the year in which the baseline will be set. The Yopp-Singer Test of Phonemic Segmentation results will be reported for the first cohort of grantees in 2004. | Frequency: Annually. Collection Period: 2003 - 2004 Data Available: December 2004 Validated By: No Formal Verification.  Limitations: Not all grantees use the Yopp-Singer Test to test phoneme awareness. |
|                             |                                   |                      |   |  |

# **Enhancing Education Through Technology Program - 2004**

**CFDA Number:** 84.318 - Technology Literacy Challenge Fund Grants

# Goal 8: To facilitate the comprehensive and integrated use of educational technology into instruction and curricula to improve teaching and student achievement.

Objective 8.1 of 3: Fully integrate technology into the curricula and instruction in all schools by December 31, 2006 (FY 2007) to enhance teaching and learning.

Indicator 8.1.1 of 1: Curriculum Integration: The percentage of schools receiving substantial EETT funds that have effectively and fully integrated technology, as identified by States.

| identified by States.        |                                     |  |   |   |  |  |  |
|------------------------------|-------------------------------------|--|---|---|--|--|--|
| Targets and Performance Data |                                     |  | Assessment of Progress                            | Sources and Data Quality  |  |  |  |
| Percentage of so technology. | chools receiving substantial EETT f | iunds that have integrated                   | <b>Explanation:</b> Fy 2004 data will provide the | Additional Source Information: State Educational Technology Directors Association (SETDA) |  |  |  |
|                              |                                     | baseline (the code for setting a baseline is | Common Data Elements Report                       |   |  |  |  |
| 2004                         |                                     | 999  | 999); performance targets beyond 2004 will be     |   |  |  |  |
|                              |                                     |  | set from the baseline.                            | Frequency: Annually.  |  |  |  |

Objective 8.2 of 3: To help ensure that students and teachers in high-poverty, high-need schools have comparable access to educational technology as students and teachers in other schools.

| Indicator 8.2.1 c   | of 1: Internet acc           | ess in high pove     | erty schools: Inte  | ernet access in h    | igh-poverty school classrooms will be compa  | rable to that in other schools.  |
|---|------------------------------|----------------------|---------------------|----------------------|--|--|
|   | Targets and Performance Data |                      |                     |                      | Assessment of Progress   | Sources and Data Quality   |
| Percentage of classrooms with internet access.  Year Actual Performance Performance Targets |                              |                      |                     | nce Targets          | Explanation: The number of high-poverty  | Additional Source Information: NCES Survey: Internet Access in U.S. Public Schools and |
|   | Low-poverty schools          | High-poverty schools | Low-poverty schools | High-poverty schools | schools with Internet access continues to rise. As high-poverty schools increasingly obtain access to the Internet, it is likely that their classroom connections will subsequently increase.  Classrooms.  Frequency: A Collection Pe Data Available  Limitations: F based on data price lunches, underestimate |  |
| 1999  | 73                           | 38                   |                     |                      |  | Collection Period: 2002 - 2003   |
| 2000  | 82                           | 60                   | 100                 | 100                  |  | Data Available: 2004   |
| 2001  | 90                           | 79                   | 100                 | 100                  |  | Limitations: Poverty measures are  |
| 2002  |                              |                      | 100                 | 100                  |  | based on data on free and reduced-   |
| 2003  |                              |                      | 100                 | 100                  |  | price lunches, which may underestimate school poverty levels,                          |
| 2004  |                              |                      | 100                 | 100                  |  | particularly for older students and  |

immigrant students.

Objective 8.3 of 3: To provide professional development opportunities for teachers, principals and school administrators to develop capacity to effectively integrate the use of technology into teaching and learning.

Indicator 8.3.1 of 1: Professional Development: In districts that receive substantial funding from the State Grants program, the percentage of teachers that meet their state technology standards will increase.

| Targets and Performance Data |                                    |                     | Assessment of Progress                            | Sources and Data Quality      |  |
|------------------------------|------------------------------------|---------------------|---|-------------------------------|--|
| Percentage of te             | eachers that meet state technology | standards           | Additional Source Info                            |                               |  |
| Year                         | Actual Performance                 | Performance Targets | <b>Explanation:</b> FY 2004 data will provide the | Directors Association (SETDA) |  |
| 2004                         |                                    | 999                 | baseline (the code for setting a baseline is      | ommon Data Elements Report    |  |
|                              |                                    |                     | 999); the performance target is baseline plus.    |                               |  |
|                              |                                    |                     |   |                               |  |
|                              |                                    |                     |   |                               |  |

## **OELA Language Acquisition State Grants (Title III) - 2004**

CFDA Number: 84.365 - English Language Acquisition Grants

#### Goal 8: To help limited English proficient students learn English and reach high academic standards

Objective 8.1 of 1: Improve English proficiency and academic achievement of students served by Title III.

| muicator o. I. I o                         | of 2: The percentage of states the  | at have aligned English language pro  | oficiency standards and assessments | in place.   |
|--|---|---|-------------------------------------|---|
|  | Targets and Performan   | ce Data   | Assessment of Progress              | Sources and Data Qual                                     |
| Percentage of st                           | ates that have developed English  | anguage proficiency standards   |                                     | Additional Source Informati<br>NCLB Consolidated State Re |
| Year                                       | Actual Performance  | Performance Targets   |                                     | NCLB Consolidated State Rep                               |
| 2004                                       |   | 100   |                                     | Data Available: May 2004                                  |
| The percentage proficiency asses           | of states that have selected and ac<br>ssments  | dministered English language  |                                     |   |
| Year                                       | Actual Performance  | Performance Targets   |                                     |   |
| 2004                                       |   | 100   |                                     |   |
|  | of states that have conducted stud<br>sess the alignment of English lang                    |   |                                     |   |
| assessments Year                           | Actual Performance  |   |                                     |   |
| assessments                                | -   | Performance Targets 100   |                                     |   |
| Year 2004  The percentage procedures to en | -   | Performance Targets  100  ies and/or implemented ency standards are linked to |                                     |   |
| Year 2004  The percentage procedures to en | Actual Performance  of states that have conducted studiesure that English language proficie | Performance Targets  100  ies and/or implemented ency standards are linked to |                                     |   |

| Indicator 8.1.2 of 2: The percentage of students who attain English language proficiency. |   |                     |                        |  |  |  |
|---|---|---------------------|------------------------|--|--|--|
| Targets and Performance Data  |   |                     | Assessment of Progress | Sources and Data Quality   |  |  |
|   | sh-proficient students who have red<br>, the percentage who have attained |                     |                        | Additional Source Information:<br>NCLB Consolidated State Report |  |  |
| Year  | Actual Performance  | Performance Targets |                        | Collection Period: 2003 - 2004                                   |  |  |
| 2006  | 2006 70   |                     |                        | Data Available: May 2004   |  |  |
| -   | •   |                     |                        |  |  |  |

## **OELA National Activities - Professional Development - 2004**

CFDA Number: 84.195N - ELA National Activities

#### Goal 8: Improve the academic achievement of LEP students

Objective 8.1 of 1: Improve the quality of teachers of LEP students.

|                              | of 3: Percentage of grantees that subject area competence.                       | report program improvement re  | lated to K-12 state standards, scientifically-ba  | sed research practices, or  |
|------------------------------|--|--|---|---|
|                              | Targets and Performance  | e Data   | Assessment of Progress  | Sources and Data Quality  |
|                              | rantees that report program improve<br>tifically-based research practices, c     |  |   | Additional Source Information: NCLB Consolidated State Report  Collection Period: 2002  |
| Year                         | Actual Performance   | Performance Targets  |   | Data Available: April 2003  |
| 2003                         |  | 25   |   | ·   |
| 2004                         |  | 50   |   |   |
| 2005                         |  | 75   |   |   |
| Indicator 8.1.2 c            | of 3: Percentage of grantees that  | report effectiveness of graduate   | es/completers in the instructional setting.   |   |
|                              | Targets and Performand   | e Data   | Assessment of Progress  | Sources and Data Quality  |
|                              | rantees that report effectiveness of   |  |   |   |
| instructional sett           |  | graduates/completers in the  | Explanation: A baseline will be set in 2006   | Additional Source Information: NCLB Consolidated State Report   |
| instructional sett  Year     |  | Performance Targets  | <b>Explanation:</b> A baseline will be set in 2006.   |   |
|                              | ing  | ·  | <b>Explanation:</b> A baseline will be set in 2006.   | NCLB Consolidated State Report  |
| Year<br>2006                 | Actual Performance   | Performance Targets 999  | Explanation: A baseline will be set in 2006.  an instructional setting serving LEP students | NCLB Consolidated State Report  Collection Period: 2002 - 2003  Data Available: April 2003  |
| Year<br>2006                 | Actual Performance   | Performance Targets 999 ate of placement of graduates in                           |   | NCLB Consolidated State Report  Collection Period: 2002 - 2003  Data Available: April 2003  |
| Year 2006  Indicator 8.1.3 c | Actual Performance of 3: Of preservice teachers the ra                           | Performance Targets 999  ate of placement of graduates in an instructional setting | an instructional setting serving LEP students  Assessment of Progress                       | NCLB Consolidated State Report  Collection Period: 2002 - 2003  Data Available: April 2003  , within one year of graduation.  |
| Year 2006  Indicator 8.1.3 c | Actual Performance  of 3: Of preservice teachers the ra  Targets and Performance | Performance Targets 999  ate of placement of graduates in an instructional setting | an instructional setting serving LEP students   | NCLB Consolidated State Report  Collection Period: 2002 - 2003 Data Available: April 2003  , within one year of graduation.  Sources and Data Quality  Additional Source Information: |

## **OELA Education Instructional Services Program - 2004**

Goal 8: To help limited-English proficient (LEP) students reach high academic standards.

Objective 8.1 of 1: IMPROVE ENGLISH PROFICIENCY AND ACADEMIC ACHIEVEMENT OF STUDENTS SERVED BY TITLE VII OF THE BILINGUAL EDUCATION ACT

Indicator 8.1.1 of 2: English proficiency: Students in the program will annually demonstrate continuous and educationally significant progress on oral or written English proficiency measures.

| English profici              | ency measures   | 5.          |         |               |  |  |
|------------------------------|---|-------------|---------|---------------|--|--|
| Targets and Performance Data |   |             |         |               | Assessment of Progress   | Sources and Data Quality   |
|                              | Percentage of projects in which three-quarters of student groups made gains in<br>English proficiency |             |         |               | Explanation: Data analyzed reported  | Additional Source Information: Contracted synthesis of local project data. |
| Year                         | Actual  | Performance | Perform | nance Targets | percentages of projects, not percentages of  | data.  |
|                              | Oral  | Written     | Oral    | Written       | students. The program has funded at least five   | Frequency: Annually.   |
| 1998                         | 90  | 81          |         |               | consecutive annual cohorts of student participants, each of which is funded for five   | Collection Period: 2002 - 2003  Data Available: January 2004               |
| 1999                         | 82  | 74          | 92      | 85            | years. Cohorts provide comparisons of oral   | Validated By: On-Site Monitoring   |
| 2000                         | 75  | 89          | 93      | 88            | and written performance of approximately the same project groups over time. For example,   | By ED.   |
| 2001                         | 75  | 89          | 94      | 91            | Cohort 1 is the group of Comprehensive   | Limitations: Operational definitions                                       |
| 2002                         |   |             | 94      | 91            | School Programs initially funded in 1995. The of LEP students vary; the a  | of LEP students vary; the amount of  |
| 2003                         |   |             | 95      | 90            | cohort's first biennial report was submitted in 1998, covering outcome data of the first two   | missing data varies greatly across projects and cohorts of projects.       |
| 2004                         | İ   |             | 95      | 90            | years of operation (1995-1997). Subsequent   | Prior year data has been updated   |
|                              |   |             |         |               | data for Cohort 1 were reported in 2000 detailing student outcomes during its third and fourth years, and in 2002 covering its final program year. Cohort 2, therefore, is the group initially funded in 1996; Cohort 3 began in 1997, and so on. Program-defined cohorts provide the best comparisons, but have limitations. They are the only source of trend data on program impact. However, student groups are moving targets; the composition of the student groups changes between reports due to mobility and reclassification (mainstreaming). Cohort data are aggregated in the tables to show overall improvement of program performance in a concise form. | from previous reports to reflect more complete information.                |

Indicator 8.1.2 of 2: Other academic achievement: Students in the program will annually demonstrate continuous and educationally significant progress on appropriate academic achievement of language arts, reading, and math.

| Targets and Performance Data |                       |   |                     |                 |                | Assessment of Progress Sources and Data Qua | Sources and Data Quality                              |   |
|------------------------------|-----------------------|---|---------------------|-----------------|----------------|---|---|---|
|                              | projects in which the | ree-quarte<br>ge arts, rea<br>rformance | rs of st<br>ding ar | udent groups ma | ce Target      | S   | Assessment of Progress                                | Additional Source Information: Annual contracted synthesis of biennial reports. Data analyses are fully reported. Planned improvements for addressing the limitations of source data and the limitations in data comparisons include uniform program monitoring and assessment guidance for all Title III projects (see "Draft Non-Regulatory Guidance on the Title III |
| 2002<br>2003<br>2004         |                       |   |                     | 70<br>70<br>70  | 70<br>70<br>70 | 70 70 70                                    | State Formula Grant Progr<br>Standards, Assessment, a | State Formula Grant Program,<br>Standards, Assessment, and<br>Accountability, Feb., 2003).  |
|                              | 1                     |   |                     |                 |                |   |   | Frequency: Biennially. Collection Period: 2002 - 2003 Data Available: January 2004 Validated By: On-Site Monitoring By ED.  |

### **Even Start Family Literacy Program - 2004**

**CFDA Number:** 84.314 - Even Start\_Statewide Family Literacy Program

Goal 8: To help break the cycle of poverty and illiteracy by improving the educational opportunities of the nation's low-income families through a unified family literacy program that integrates early childhood education, adult literacy and adult basic education, and parenting education.

Objective 8.1 of 1: The literacy of participating families will improve.

| Indicator 8.1.1                      | of 3: Adult lite   | racy achievement                            | : Percentage o   | of Even Start adults | s who achieve significant learning gains on me  | asures of literacy and mathematics   |
|--------------------------------------|--|---|--|----------------------|---|--|
|                                      | Tar  | gets and Performar                          | nce Data   |                      | Assessment of Progress  | Sources and Data Quality   |
| mathematics.                         | Percentage of adults showing learning gains on measures of literacy and mathematics. |   |  |                      | <b>Explanation:</b> The Second National Even Start  | Additional Source Information:<br>Third National Even Start<br>Evaluation: Sample study (1997-       |
| 1995<br>1996<br>2002<br>2003<br>2004 | Math 26 24   | Reading 31 20                               | Performance Targets           Math         Reading           40         30           41         31           42         32 |                      | Explanation (1993-1997) provided 1995 and 1996 data showing actual performance. The 3rd National Even Start Evaluation (1997-2001) will provide data to report on 2002 targets. | 2001).  Frequency: Other.  |
| ndicator 8.1.2                       |  | gets and Performar                          |  | e of Even Start adu  | Assessment of Progress  | Sources and Data Quality   |
| attainment goal                      | that earn a hig  | ts with a high schoo<br>h school diploma or | r equivalent.  |                      |   | Additional Source Information:<br>Second and Third National Even<br>Start Evaluation: Universe Study |
| Year                                 | Actual   | Performance                                 | Perforn  | nance Targets        | _   | (1996-2000).   |
| 1996<br>1997                         |  | 18<br>19                                    |  |                      | -   |  |
| 1999                                 |  | 18.40                                       |  |                      | -   | Limitations: Definitions of a high   |
| 2000                                 |  | 17  | 1  |                      | -   | school diploma and Graduate  |
| 2001                                 |  |   |  | 25                   | 1   | Equivalency Diploma may vary across programs, and these data   |
| 2002                                 |  |   |  | 26                   |   | are obtained through grantee self-   |
| 2003                                 | İ  |   |  | 27                   | -   | report.  |
| 2004                                 | -i   |   | _  | 28                   |   |  |

Indicator 8.1.3 of 3: Children's language development and reading readiness: Percentage of Even Start children who achieve significant learning gains on measures of language development and reading readiness.

|                               | Targets and Performan               | ce Data               | Assessment of Progress  | Sources and Data Quality   |
|-------------------------------|-------------------------------------|-----------------------|---|--|
| Percentage of characteristics | hildren showing learning gains on a | a measure of language |   | Additional Source Information:<br>1996 and 1997 data were collected    |
| Year                          | Actual Performance                  | Performance Targets   | Explanation: There has been a continuing increase in the percentage of children | by the Second National Even Start Evaluation (1993-1997).              |
| 1996                          | 45                                  |                       | achieving gains on a measure of language  | ,  |
| 1997                          | 64                                  |                       | development.  |  |
| 2001                          |                                     | 65                    |   | Limitations: Study was designed to                                     |
| 2002                          |                                     | 66                    |   | look at new participants' gains each year; thus, the populations being |
| 2003                          |                                     | 67                    |   | compared in 1994-95 and 1995-96 were different. The sample study       |
| 2004                          |                                     | 68                    |   |  |
|                               | -                                   | -                     |   | also had a small sample size, as well as grantee-collected data.       |
|                               |                                     |                       |   | _  |
|                               |                                     |                       |   |  |

## Impact Aid - 2004

CFDA Numbers: 84.040 - Impact Aid Facilities Maintenance

84.041 - Impact Aid

## Goal 8: To provide appropriate financial assistance for federally connected children who present a genuine burden to their school districts

#### Objective 8.1 of 3: Make payments in a timely manner

Indicator 8.1.1 of 1: Timeliness of payments: The percent of eligible applicants who receive initial Basic Support and Children With Disabilities payments within 60 days after the enactment of an appropriation.

| Targets and Performan               | ce Data   | Assessment of Progress                 | Sources and Data Quality   |
|-------------------------------------|---|--|--|
| oplicants paid within 60 days of ap | propriation.  |  | Additional Source Information:   |
| Actual Performance                  | Performance Targets   |  | Program office files.  |
| 75                                  |   |  | Frequency: Annually.   |
| 87                                  |   |  | Collection Period: 2003  Data Available: April 2003  |
| 13                                  | 90  |  | Validated By: No Formal  |
| 96                                  | 90  |  | Verification.  |
| 73                                  | 90  |  |  |
| 63                                  | 90  |  |  |
|                                     | 90  |  |  |
|                                     | 90  |  |  |
|                                     | 90  |  |  |
|                                     | Targets and Performance  pplicants paid within 60 days of app  Actual Performance  75  87  13  96  73 | 75 87 13 90 96 90 73 90 63 90 90 90 90 | Targets and Performance Data  Assessment of Progress  Actual Performance Performance Targets  75  87  13  90  96  90  73  90  63  90  90  90  90  90  90  90 |

Objective 8.2 of 3: Improve the quality of public school facilities used to educate federally connected children.

Indicator 8.2.1 of 1: Construction: The percent of the schools in LEAs receiving Impact Aid Construction funds that report that the overall condition of their school buildings is adequate.

|                  | Targets and Performand              | ce Data                            | Assessment of Progress | Sources and Data Quality  |
|------------------|-------------------------------------|------------------------------------|------------------------|---|
| Percentage of Li | EAs reporting that the overall cond | ition of their school buildings is |                        | Additional Source Information: Data collected from LEA application  |
| Year             | Actual Performance                  | Performance Targets                |                        | for Impact Aid Section 8003 payments.   |
| 2000             |                                     | 70                                 |                        |   |
| 2001             | 44                                  | 70                                 |                        | Frequency: Annually. Collection Period: 2003  |
| 2002             | 43                                  | 70                                 |                        | Data Available: 2004  |
| 2003             | 47                                  | 70                                 |                        | Validated By: No Formal Verification.   |
| 2004             |                                     | 70                                 |                        | verification.   |
| 2005             |                                     | 70                                 |                        | Limitations: Data are self-reported   |
|                  |                                     |                                    |                        | by Impact Aid applicants. Assessment of the condition of school facilities may differ depending on the judgment of the individual responding. |

#### Objective 8.3 of 3: Make accurate payments

Indicator 8.3.1 of 1: Overpayment forgiveness requests: The number of requests to forgive overpayments of Basic Support Payments, and payments for Children With Disabilities.

| Targets and Performance Data |                                    |                      | Assessment of Progress | Sources and Data Quali                        |
|------------------------------|------------------------------------|----------------------|------------------------|---|
| Number of reque              | ests to forgive overpayments of Ba | sic Support Payments |                        | Additional Source Informati                   |
| Year                         | Actual Performance                 | Performance Targets  |                        | Program office files.                         |
| 1999                         | 5                                  | 10                   |                        | Frequency: Annually.                          |
| 2000                         | 2                                  | 10                   |                        | Collection Period: 2003  Data Available: 2004 |
| 2001                         | 10                                 | 10                   |                        | Validated By: No Formal                       |
| 2002                         | 4                                  | 10                   |                        | Verification.                                 |
| 2003                         |                                    | 10                   |                        |   |
| 2004                         |                                    | 10                   |                        |   |
| 2005                         |                                    | 10                   |                        |   |

### **Teacher Quality Enhancement Grants - 2004**

**CFDA Number:** 84.336 - Teacher Quality Enhancement Grants

## Goal 8: To improve the quality of teacher education and initial certification standards, and to improve the knowledge and skills of all teachers, particularly new teachers and teachers who work in high-need areas.

Objective 8.1 of 1: Improve the skills and knowledge of new teachers by funding the development or state policies that strengthen initial licensing standards and the development of state or local policies/programs that reduce the number of uncertified teachers.

Indicator 8.1.1 of 1: Teacher certification/licensure: Percentage of teachers participating in the Partnership Program who meet their state's initial licensure or certification requirements.

| certification require                            | certification requirements. |                               |   |  |  |  |  |
|--|-----------------------------|-------------------------------|---|--|--|--|--|
|  | Targets and Performand      | ce Data                       | Assessment of Progress  | Sources and Data Quality   |  |  |  |
| Percentage of new te<br>state's certification re |                             | rship Programs who meet their | Evalenation, EV 2002 data will determine the  | Additional Source Information: Secretary's Report on the Quality of  |  |  |  |
| Year   | Actual Performance          | Performance Targets           | <b>Explanation:</b> FY 2003 data will determine the baseline for the percentage of teachers                                     | Teacher Preparation (Sec. 207).  |  |  |  |
| 2003   |                             | 999                           | meeting the standard. (The code for setting a baseline is 999.) The program will set a target of the baseline + 1% for FY 2004. | Frequency: Annually. Collection Period: 2002 - 2003 Data Available: April 2004 Validated By: No Formal Verification.  Limitations: Secretary's Report will contain self-reported data from states.  Improvements: Definitions of data elements are being refined to assure consistency with definitions contained in the No Child Left Behind legislation. |  |  |  |

#### **Indian Education - 2004**

CFDA Number: 84.299A - Indian Education Special Programs for Indian Children

## Goal 8: To help American Indian and Alaska Native children achieve to the same challenging standards expected of all students by supporting access to programs that meet their unique educational and culturally related academic need.

Objective 8.1 of 2: American Indian and Alaska Native students served by LEAs receiving Indian Education Formula Grants will progress at rates similar to those for all students in achievement to standards, promotion, and graduation.

Indicator 8.1.1 of 3: Student achievement: Increasing percentages of American Indian and Alaska Native students will meet or exceed the performance standards established by national assessments.

| ootabiioiioa b | y Hational assessments.   |                     |   |   |
|----------------|---|---------------------|---|---|
|                | Targets and Performance Data  |                     | Assessment of Progress  | Sources and Data Quality  |
|                | Percentage of American Indian and Alaska Native students in grade 4 who were at or above basic level in reading on NAEP |                     | Explanation: The  | Additional Source Information: National Assessment of Educational Progress, 2000, 2002, 2003; Schools and Staffing Survey, 1997.  |
| Year           | Actual Performance  | Performance Targets | schedule for testing is   | Survey, 1997.   |
| 1994           | 48  |                     | being revised to correspond with the No                         | Frequency: Biennially.  |
| 1998           | 47  |                     | Child Left Behind Act's   | Collection Period: 2003 - 2004 Data Available: June 2003  |
| 2000           | 43  | 58                  | requirements.   | Validated By: NCES.   |
| 2002           |   | 60                  | Assessments in reading and math for grades four                 | Data validated by National Center for Education Statistics review procedures and National Center for Education Statistics   |
| 2004           |   | 62                  | and eight will be   | statistical standards.  |
|                | Percentage of American Indian and Alaska Native students in grade 8 who were at or above basic level in reading on NAEP |                     | every other year. Assessment results for 2002 will be available | Limitations: The small sample (for the sub-population of American Indian and Alaska Native students) means there is a high degree of standard error surrounding the estimates and |
|                | Actual Performance  | Performance Targets | Spring 2003.  | limits data collection and possibilities for comparison to other populations. These estimates will vary greatly until a larger  |
| 1994           | 63  |                     | 4   | population is surveyed.   |
| 1998           | 61  |                     |   |   |
| 2000           | 53  | 62                  | _   |   |
| 2001           |   | 64                  | _   |   |
| 2004           |   | 66                  |   |   |
|                |   |                     |   |   |

## Percentage of American Indian and Alaska Native students in grade 4 who scored at or above basic level in math on NAEP

| Year | Actual Performance | Performance Targets |
|------|--------------------|---------------------|
| 1996 | 52                 |                     |
| 2002 |                    | 64                  |
| 2004 |                    | 66                  |

Percentage of American Indian and Alaska Native students in grade 8 who scored at or above basic level in math on NAEP

| Year | Actual Performance | Performance Targets |
|------|--------------------|---------------------|
| 1996 | 52                 |                     |
| 2000 | 42                 | 60                  |
| 2002 |                    | 62                  |
| 2004 |                    | 64                  |

#### Indicator 8.1.2 of 3: Increasing percentages of American Indian and Alaska Native students will meet or exceed the performance standards established by states.

|                 | Targets and Performand   | ce Data                 | Assessment of Progress  | Sources and Data Quality  |
|-----------------|--|-------------------------|---|---|
| Indian and Alas | es reporting an increase in the<br>ska Native students in schools<br>ormance levels in reading and r | who meet proficient and | Explanation: The 1994<br>Elementary and                               | Additional Source Information: NCLB Consolidated State Reports  Frequency: Annually. Collection Period: 2002 - 2003 |
| Year            | Actual Performance   | Performance Targets     | Secondary School Act requires, by 2000-01,                            | Data Available: January 2004  |
| 2004            | 2004 35  |                         | disaggregation of   | Validated By: No Formal Verification.   |
|                 |  |                         | achievement data<br>submitted by states to<br>reflect American Indian | Verified by Department attestation process and Standards for Evaluating Program Performance Data.                   |
|                 |  |                         | and Alaska Native proficiency levels on state assessments.            | <b>Limitations:</b> Substantial variation across states in their definitions of proficient student performance.     |

Indicator 8.1.3 of 3: Student promotion and graduation: Increasing percentages of American Indian and Alaska Native students will graduate at rates comparable to all students.

| to an stauents. |  |                           |   |  |
|-----------------|--|---------------------------|---|--|
|                 | Targets and Performance                          | e Data                    | Assessment of<br>Progress                           | Sources and Data Quality   |
|                 | American Indian and Alaska Na<br>chool graduates | atives 20 to 24 years old | <b>Explanation:</b> Projects are targeting services | Additional Source Information: NCES Transcript Data, 2000-01.  Frequency: Other.   |
| Year            | Actual Performance                               | Performance Targets       | to reduce dropouts                                  | Collection Period: 2002  |
| 1998            | 70   |                           | and increase the                                    | Data Available: January 2004   |
| 2000            |  | 75                        | graduation rates of<br>American Indian and          | Validated By: No Formal Verification. Census data validated by the Census Bureau review procedures   |
| 2001            |  | 80                        | Alaska Native                                       | and Census standards; OIE Annual Performance Report data   |
| 2004            |  | 82                        | students. Increased promotion and                   | supplied by grantees. No formal verification procedures applied; National Center for Educational Statistics Transcript data. Validated   |
|                 |  |                           | graduation completion are expected.                 | by the National Center for Educational Statistics review procedures and National Center for Educational Statistics statistical standards.  Limitations: Participation in Census surveys varies by regions and location, resulting in undercount of population. |

Objective 8.2 of 2: Discretionary programs will focus on improving educational opportunities and services for American Indian and Alaska Native children and adults

Indicator 8.2.1 of 1: Increasing percentages of the teacher and principal workforces serving American Indian and Alaska Native students will themselves be American Indian and Alaska Native.

|      | Targets                                     | s and Performand | e Data            |             | Assessment of Progress   | Sources and Data Quality   |
|------|---|------------------|-------------------|-------------|--|--|
|      | principals and teacl<br>in and Alaska Nativ |                  | ools with 25 perc | ent or more |  | Additional Source Information: Schools and Staffing Survey, 1999; National   |
| Year | Actual Per                                  | rformance        | Performan         | ce Targets  | <b>Explanation:</b> Projects to train teachers were funded in FY 1999 for  | Longitudinal Survey of Schools (1998-99 and 2000-01).  |
|      | Principals                                  | Teachers         | Principals        | Teachers    | the first time since FY 1994. Because  | _ ′  |
| 1994 | 13  | 15               |                   |             | the projects are just beginning, some of the targeted number of participants will take part in these programs, and | Frequency: Biennially. Collection Period: 2003 - 2004  |
| 2001 |   |                  | 18                | 20          |  | will take part in these programs, and Data Available: June 2004  |
| 2004 | İ   |                  | 20                | 22          | the number will increase.  | Validated By: NCES.  |
|      |   |                  |                   |             |  | Limitations: Sample size is small, and it is costly to add supplemental samples to data collection programs. National sample results in an under-representation in sample count. Improvements: Monitor the number of American Indian and Alaska Native students through LEA's reporting on program effectiveness in their Annual Performance Report. |

### **Improving Literacy Through School Libraries - 2004**

**CFDA Number:** 84.364 - Literacy through School Libraries

## Goal 8: To improve literacy skills and academic achievement of students by providing students with increased access to up-to-date school library materials and resources.

Objective 8.1 of 2: Improve the literacy skills of students served by the Improving Literacy Through School Libraries program.

Indicator 8.1.1 of 1: School/District/State Reading Assessments: The percentage of schools/districts served by Improving Literacy Through School Libraries that exceed state targets for reading achievement for all students.

| execed state tal | sacout state targets for routing asmorothers for an statemen.            |                     |  |   |  |  |  |  |  |  |  |  |  |
|------------------|--|---------------------|--|---|--|--|--|--|--|--|--|--|--|
|                  | Targets and Performand   | e Data              | Assessment of Progress   | Sources and Data Quality  |  |  |  |  |  |  |  |  |  |
|                  | of schools/districts served by Improceed state targets for reading achie |                     | Euplanation: The first program year for  | Additional Source Information: Improving Literacy through School Libraries Grantee Annual |  |  |  |  |  |  |  |  |  |
| Year             | Actual Performance   | Performance Targets | Explanation: The first program year for grantees receiving funds from Improving                                | Performance Report; Schools and   |  |  |  |  |  |  |  |  |  |
| 2004             |  | 999                 | Literacy through School Libraries is 2003-   | Staffing Survey (SASS), NCES;   |  |  |  |  |  |  |  |  |  |
|                  |  |                     | 2004. Data collected for this school year will provide the baseline. (The code for setting a baseline is 999.) | Program Evaluation of 2005 by Department of Education.                                    |  |  |  |  |  |  |  |  |  |

#### Objective 8.2 of 2: Enhance the school library media collection at grantee schools/districts to align with curriculum.

Indicator 8.2.1 of 1: School library media collection: The comparison between the rate at which the school library media collection is increased at schools participating in the grant program and non-participating schools.

| participating in           | participating in the grant program and non-participating schools. |                               |  |   |  |  |  |  |  |  |  |  |  |  |
|----------------------------|---|-------------------------------|--|---|--|--|--|--|--|--|--|--|--|--|
|                            | Targets and Performand  | ce Data                       | Assessment of Progress   | Sources and Data Quality  |  |  |  |  |  |  |  |  |  |  |
| Difference in rat schools. | e of increase between participating                               | schools and non-participating | <b>Explanation:</b> The first program year for   | Additional Source Information: Improving Literacy through School Libraries Grantee Annual |  |  |  |  |  |  |  |  |  |  |
| Year                       | Actual Performance  | Performance Targets           | grantees receiving funds from Improving  | Performance Report; Schools and   |  |  |  |  |  |  |  |  |  |  |
| 2004                       |   | 999                           |  | Staffing Survey (SASS), NCES;   |  |  |  |  |  |  |  |  |  |  |
|                            |   |                               | 2004. Data collected for this school year will provide the baseline. (The code for setting a baseline is 999.) | Program Evaluation of 2005 by Department of Education.                                    |  |  |  |  |  |  |  |  |  |  |

### **Magnet Schools Assistance Program - 2004**

CFDA Number: 84.165 - Magnet Schools Assistance

#### Goal 8: To assist in the desegregation of schools served by local educational agencies.

Objective 8.1 of 1: Federally funded magnet programs eliminate, reduce, or prevent the incidence and the degree of minority student isolation in targeted schools.

Indicator 8.1.1 of 1: Magnet schools will eliminate, reduce, or prevent minority group isolation according to their individual objectives by successfully attracting and enrolling students whose demographic composition is consistent with and furthers a school's specific objective for the reduction, prevention or elimination of minority group isolation.

|      | Targets and Performan              | ce Data                             | Assessment of Progress | Sources and Data Quality                                       |  |
|------|------------------------------------|-------------------------------------|------------------------|--|--|
|      | of Magnet schools that have met to | heir objectives to reduce, prevent, |                        | Additional Source Information:<br>MSAP Performance Reports     |  |
| Year | Actual Performance                 | Performance Targets                 |                        | Frequency: Annually.   |  |
| 2003 |                                    | 50                                  |                        | <b>D</b> . (1. 1. 1. 1. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. |  |
| 2004 |                                    | 55                                  |                        | Data Available: June 2003 Validated By: On-Site Monitoring     |  |
| 2005 |                                    | 60                                  |                        | By ED.   |  |
| 2006 |                                    | 65                                  |                        | Limitations: Data are self reported.                           |  |
| 2007 |                                    | 70                                  |                        | Emiliations. Bata are sen reported.                            |  |
|      | -                                  |                                     |                        |  |  |

#### **Migrant Education - 2004**

**CFDA Number:** 84.011 - Migrant Education\_State Grant Program

Goal 8: To assist all migrant students in meeting challenging academic standards and achieving graduation from high school (or a GED program) with an education that prepares them for responsible citizenship, further learning, and productive employment.

Objective 8.1 of 1: Along with other Federal programs and state and local reform efforts, the Migrant Education Program (MEP) will contribute to improved school performance of migrant children.

Indicator 8.1.1 of 6: Meeting or Exceeding State Performance Standards: In an increasing number of states, an increasing percentage of migrant students at the elementary school level will meet or exceed the proficient level on state assessments in reading.

|                |   | Targets                               | and Performand                             | ce Data                     |                                       |  | Assessment of Progress             | Sources and Data Quality  |
|----------------|---|---------------------------------------|--|-----------------------------|---------------------------------------|--|------------------------------------|---|
| Number of Stat | er of States meeting performance target in ReadingElementary  Year Actual Performance Performance Targets |                                       |  |                             |                                       |  | Explanation: 2002 data are not yet | Additional Source Information: NCLB Consolidated State Report.  |
|                | States<br>meeting<br>target   | States<br>that<br>reported<br>results | Percent of students at or above proficient | States<br>meeting<br>target | States<br>that<br>reported<br>results | Percent of students at or above proficient | available.                         | Frequency: Annually. Collection Period: 2001 - 2002 Data Available: June 2003   |
| 1996           | 4   | 10                                    | 50   |                             |                                       | -  |                                    | <b>Limitations:</b> The States reporting assessment data for migrant students are   |
| 1997<br>1998   | 7   | 15<br>18                              | 50   |                             |                                       |  |                                    | fluctuating from one year to the next.  States are also re-designing assessment systems and changing the definition of  |
| 1999<br>2000   | 5   | 19<br>26                              | 50<br>50                                   |                             |                                       |  |                                    | "proficient." As such the indicator does not represent performance on the same  |
| 2001           | 6   | 23                                    | 50   |                             |                                       |  |                                    | States or measure from one year to the next. In addition, until the passage of  |
| 2002           |   |                                       |  | 8<br>10                     | 27<br>32                              | 50<br>50                                   | children have been include         | NCLB, limited numbers of migrant children have been included in the   |
| 2004           |   |                                       |  | 14                          | 36                                    | 50   |                                    | assessment systems.  Improvements: It is expected that this   |
|                |   |                                       |  |                             |                                       |  |                                    | indicator will have greater validity and reliability, over time, as the State assessment systems become more stable and the systems include all migrant students. |

Indicator 8.1.2 of 6: Meeting or Exceeding State Performance Standards: In an increasing number of states, an increasing percentage of migrant students at the middle school level will meet or exceed the proficient level on state assessments in reading.

|               |   | Targets                               | and Performand                             | ce Data                     |                                       |  | Assessment of Progress | Sources and Data Quality   |
|---------------|---|---------------------------------------|--|-----------------------------|---------------------------------------|--|------------------------|--|
| Number of Sta | mber of States meeting performance target in ReadingMiddle  Year Actual Performance Performance Targets |                                       |  |                             |                                       | Targets                                    | Explanation: 2002 data | Additional Source Information: NCLB Consolidated State Report.   |
|               | States<br>meeting<br>target   | States<br>that<br>reported<br>results | Percent of students at or above proficient | States<br>meeting<br>target | States<br>that<br>reported<br>results | Percent of students at or above proficient | are not yet available. | Frequency: Annually. Collection Period: 2001 - 2002 Data Available: June 2003                                      |
| 1996          | 2   | 10                                    | 50   |                             |                                       |  |                        | <b>Limitations:</b> The States reporting assessment data for migrant students are fluctuating from one year to the |
| 1997          | 3   | 15                                    | 50   |                             |                                       |  |                        | next. States are also re-designing assessment systems  |
| 1998          | 6   | 18                                    | 50   |                             |                                       |  |                        | and changing the definition of "proficient." As such the indicator does not represent performance on the same      |
| 1999          | 4   | 18                                    | 50   |                             |                                       |  |                        | States or measure from one year to the next. In addition,  |
| 2000          | 2   | 23                                    | 50   |                             |                                       |  |                        | until the passage of NCLB, limited numbers of migrant children have been included in the assessment systems.       |
| 2001          | 7   | 21                                    | 50   |                             |                                       |  |                        | Ciliuren nave been included in the assessment systems.   |
| 2002          |   |                                       |  | 9                           | 25                                    | 50   |                        | Improvements: It is expected that this indicator will h  |
| 2003          |   |                                       |  | 11                          | 29                                    | 50   |                        | greater validity and reliability, over time, as the State assessment systems become more stable and the            |
| 2004          |   |                                       |  | 15                          | 32                                    | 50   |                        | systems include all migrant students.  |

Indicator 8.1.3 of 6: Meeting or Exceeding State Performance Standards: In an increasing number of states, an increasing percentage of migrant students at the elementary school level will meet or exceed the proficient level on state assessments in mathematics.

|                |   | Targets        | and Performand                             | ce Data                     |                                       |                           | Assessment of Progress                               | Sources and Data Quality   |
|----------------|---|----------------|--|-----------------------------|---------------------------------------|---------------------------|--|--|
| Number of Star | umber of States meeting performance target in MathElementary   Year |                |  |                             |                                       |                           | Familian etiana 0000 dete                            | Additional Source Information: NCLB Consolidated State Report.   |
| 1001           | States<br>meeting<br>target   | States<br>that | Percent of students at or above proficient | States<br>meeting<br>target | States<br>that<br>reported<br>results | Percent of students at or | <b>Explanation:</b> 2002 data are not yet available. | Frequency: Annually. Collection Period: 2001 - 2002 Data Available: June 2003  |
| 1996<br>1997   | 5   | 10<br>15       | 50<br>50                                   |                             |                                       |                           |  | <b>Limitations:</b> The States reporting assessment data for migrant students are fluctuating from one year to the next. States are also re-designing assessment systems |
| 1998<br>1999   | 9   | 18<br>19       | 50<br>50                                   |                             |                                       |                           |  | and changing the definition of "proficient." As such the indicator does not represent performance on the same States or measure from one year to the next. In addition,  |
| 2000<br>2001   | 7 10  | 25<br>23       | 50<br>50                                   |                             |                                       |                           |  | until the passage of NCLB, limited numbers of migran children have been included in the assessment system  |
| 2002           |   |                |  | 12                          | 27                                    | 50                        |  |  |

| 2003 |  | 14 | 32 | 50 |
|------|--|----|----|----|
| 2004 |  | 18 | 36 | 50 |

**Improvements:** It is expected that this indicator will have greater validity and reliability, over time, as the State assessment systems become more stable and the systems include all migrant students.

Indicator 8.1.4 of 6: Meeting or Exceeding State Performance Standards: In an increasing number of states, an increasing percentage of migrant students at the middle school level will meet or exceed the proficient level on state assessments in mathematics.

|                | Targets and Performance Data   |                                       |  |                             |                                       |  | Assessment of Progress                               | Sources and Data Quality   |
|----------------|--|---------------------------------------|--|-----------------------------|---------------------------------------|--|--|--|
| Number of Stat | nber of States meeting performance target in MathMiddle  Year Actual Performance Performance Targets |                                       |  |                             |                                       | e Targets                                  | <b>Explanation:</b> 2002 data are not yet available. | Additional Source Information:<br>NCLB Consolidated State Report   |
|                | States<br>meeting<br>target  | States<br>that<br>reported<br>results | Percent of students at or above proficient | States<br>meeting<br>target | States<br>that<br>reported<br>results | Percent of students at or above proficient | ZAPANANOM 2002 data are not yet avanable.            | Frequency: Annually. Collection Period: 2001 - 2002 Data Available: June 2003  |
| 1996           | 3  | 10                                    | 50   |                             |                                       |  |  | <b>Limitations:</b> The States reporting assessment data for migrant   |
| 1997           | 3  | 15                                    | 50   |                             |                                       |  |  | students are fluctuating from one year to the next. States are also re-  |
| 1998<br>1999   | 7  | 18<br>18                              | 50   |                             |                                       |  |  | designing assessment systems and changing the definition of  |
| 2000           | 2  | 22                                    | 50   |                             |                                       |  |  | "proficient." As such the indicator does not represent performance on  |
| 2001           | 4  | 20                                    | 50   | 6                           | 24                                    | 50   |  | the same States or measure from one year to the next. In addition,   |
| 2003           |  |                                       |  | 8                           | 28                                    | 50   |  | until the passage of NCLB, limited numbers of migrant children have  |
| 2004           |  |                                       |  | 12                          | 32                                    | 50   |  | been included in the assessment systems.   |
|                |  |                                       |  |                             |                                       |  |  | Improvements: It is expected that this indicator will have greater validity and reliability, over time, as the State assessment systems become more stable and the systems include all migrant students. |

Indicator 8.1.5 of 6: Reducing Dropout Rate: In an increasing number of states, a decreasing percentage of migrant students will dropout from secondary school (grades 7 - 12).

|                | Targets and Performance Data  |                                       |  |                             |                                       |  | Assessment of Progress  | Sources and Data Quality  |
|----------------|---|---------------------------------------|--|-----------------------------|---------------------------------------|--|---|---|
| Numbers of Sta | Numbers of States Meeting Performance Target (of States reporting) Dropout Rate |                                       |  |                             |                                       |  |   | Additional Source Information: NCLB Consolidated State Report (proposed).   |
| Year           | Ac  | tual Perf                             | 1  | Pe                          |                                       | Targets                                    | Explanation: [Note: This indicator is   |   |
|                | States<br>meeting<br>target   | States<br>that<br>reported<br>results | Percent of students who drop out of school | States<br>meeting<br>target | States<br>that<br>reported<br>results | Percent of students who drop out of school | new. 2004 data will set baseline. As the data are not yet available, "999" is the code for baseline data that will be forthcoming.] | Frequency: Annually. Collection Period: 2003 - 2004 Data Available: December 2004   |
| 2004           | larger  | results                               | 301001                                     | 999                         | 999                                   | 999  | <b>31</b>   | <b>Limitations:</b> Data on the number of high school migrant dropouts is not available currently.  |
|                |   |                                       |  |                             |                                       |  |   | Improvements: An element of the forthcoming Consolidated State Performance Report will collect information on the number and percent of migrant students who drop out of school between the grades 7 through 12 annually. |

## Indicator 8.1.6 of 6: Achieving High School Graduation: In an increasing number of states, an increasing percentage of migrant students will graduate from high school.

|                             |  | Targets                               | and Performan  | ce Data                     |                                       |  | Assessment of Progress   | Sources and Data Quality   |
|-----------------------------|--|---------------------------------------|--|-----------------------------|---------------------------------------|--|--|--|
| Numbers of St<br>Graduation | Numbers of States Meeting Performance Target (of States reporting) High School<br>Graduation |                                       |  |                             |                                       |  | Explanation: [Note: This indicator is  | Additional Source Information: NCLB Consolidated State Report (proposed).  |
| Year                        | Ac   | tual Perf                             | ormance  | Pe                          | rformanc                              | e Targets  | new. 2004 data will set baseline. As the   | Frequency: Annually.   |
| 2004                        | States<br>meeting<br>target  | States<br>that<br>reported<br>results | Percent of<br>students who<br>graduate from<br>high school | States<br>meeting<br>target | States<br>that<br>reported<br>results | Percent of<br>students who<br>graduate from<br>high school | data are not yet available, "999" is the code for baseline data that will be forthcoming.] | Collection Period: 2003 - 2004 Data Available: December 2004  Limitations: Data on the number of migrant who graduate from high school is  |
| 2004                        |  |                                       |  | 999                         | 999                                   | 999  |  | Improvements: An element of the forthcoming Consolidated State Performance Report will collect information on the number and percent of migrant students who graduate from high school annually. |

# Programs for Children and Youth Who Are Neglected or Delinquent (N or D) - 2004

**CFDA Number:** 84.013 - Title I Program for Neglected and Delinquent Children

## Goal 8: To ensure that neglected and delinquent children and youth will have the opportunity to meet the challenging state standards needed to further their education and become productive members of society.

Objective 8.1 of 1: Neglected or delinquent (N or D) students will improve academic and vocational skills needed to further their education or obtain employment.

|                    | Targets and Performan                                    | ce Data                       | Assessment of Progress  | Sources and Data Quality  Additional Source Information:   |  |
|--------------------|--|-------------------------------|---|--|--|
| Percent of N or L  | D students obtaining diploma, diplo                      | ma equivalent, or employment  |   |  |  |
| Year               | Actual Performance                                       | Performance Targets           | <b>Explanation:</b> This is a new measure. Data   | Study of State Agency Activities Under Title I, Part D, Subpart I.   |  |
| 2004 999           |  |                               | collected for 2004 will provide the baseline; targets will be set based on the baseline data. | Frequency: Annually. Collection Period: 2003 - 2004 Data Available: 2004 Validated By: On-Site Monitoring By ED. |  |
| - d! 4 - u O 4 O - | of A. Himb cabaal accurate anadita.                      | The warmher of high cohool or |   | etudente will incueses   |  |
| ndicator 8.1.2 o   | of 4: High school course credits:  Targets and Performan |                               | urse credits earned by neglected or delinquent  Assessment of Progress                        | students will increase.  Sources and Data Quality  |  |
|                    | Targets and Performan                                    | ce Data                       | 1   | Sources and Data Quality  Additional Source Information:   |  |
|                    |  | ce Data                       | 1   | Sources and Data Quality   |  |

Indicator 8.1.3 of 4: Academic skills: Neglected or delinquent students shall have the same opportunities to learn as students served in regular classrooms. The academic skills of neglected or delinquent students served will increase, closing this gap.

|                                       | Targets and Performanc                     | e Data                                | Assessment of Progress  | Sources and Data Quality   |  |
|---------------------------------------|--|---------------------------------------|---|--|--|
| Percent of N or E<br>and validated me | O students that improve academic seasures. | kills as measured on approved         | <b>Explanation:</b> This is a new measure. Data collected for 2004 will provide the baseline; | Additional Source Information:<br>Study of State Agency Activities<br>under Title I, Part D, Subpart I.          |  |
| Year                                  | Actual Performance                         | Performance Targets                   |   | under Title I, Fait D, Subpart I.  |  |
| 2004<br>Indicator 8.1.4 o             | f 4: Transition plan: The percent          | 999<br>of students who have a high qu | targets will be set based on the baseline data.  ality transition plan will increase.         | Frequency: Annually. Collection Period: 2003 - 2004 Data Available: 2004 Validated By: On-Site Monitoring By ED. |  |
|                                       | Targets and Performanc                     | e Data                                | Assessment of Progress  | Sources and Data Quality   |  |
| Percent of N or D                     | O students with transition plan.           |                                       |   | Additional Source Information:   |  |
|                                       | Actual Performance                         | Performance Targets                   | <b>Explanation:</b> This is a new measure. Data   | Study of State Agency Activities under Title I, Part D, Subpart I.   |  |
| Year                                  |  |                                       | collected for 2004 will provide the baseline;   |  |  |
| Year<br>2004                          |  | 999                                   | targets will be set based on the baseline data.   | Frequency: Annually.   |  |

#### **Reading First State Grants - 2004**

CFDA Number: 84.357 - Reading First State Grants

Goal 8: To improve kindergarten through third grade student achievement in reading by supporting State and local educational agencies in establishing reading programs that are based on scientifically based reading research.

Objective 8.1 of 3: To increase the percentage of students that learn to read proficiently by the end of third grade.

Indicator 8.1.1 of 3: Reading Achievement in Reading First Schools: The percentage of grades 1-3 students reading at grade level or above in schools participating in Reading First programs, as measured by meeting or exceeding the proficient level of performance on state reading assessments, will increase.

| participating i   | n Reading Fi   | rst prograr        | ms, as mea  | sured by m    | neeting or e | exceeding t            | he proficient level of performance on state rea   | ding assessments, will increase.   |
|---|----------------|--------------------|-------------|---------------|--------------|------------------------|---|--|
|   | Т              | argets and         | Performand  | ce Data       |              | Assessment of Progress | Sources and Data Quality  |  |
| Percentage of students in Reading First schools in grades 1-3 meeting or exceeding proficient level in reading. |                |                    |             |               |              |                        | Fundamentians EV 2002 data will pat the   | Additional Source Information: Reading First Annual Performance  |
| Year  | Actu           | Actual Performance |             |               | ormance Ta   | argets                 | Explanation: FY 2003 data will set the baseline; targets for FY 2004 and subsequent         | Report. Recipients of Reading First grants, as required by statute, will                                       |
|   | Grade 1        | Grade 2            | Grade 3     | Grade 1       | Grade 2      | Grade 3                | years will be determined after baseline data submit A are reported.                         | submit Annual Performance Report   |
| 2003  |                |                    |             | 999           | 999          | 999                    |   | on reading results for students in grades 1, 2, and 3.   |
|   |                |                    |             |               |              |                        |   | Frequency: Annually. Collection Period: 2002 - 2003 Data Available: 2003 Validated By: No Formal Verification. |
|   |                |                    |             |               |              |                        | students: The percentage of grades 1-3 at-risk of performance on state reading assessments, |  |
|   | Т              | argets and         | Performand  | ce Data       |              |                        | Assessment of Progress  | Sources and Data Quality   |
| Percentage of in reading.   | at-risk RF stu | dents in gra       | ades 1-3 me | eeting or exc | ceeding pro  | ficient level          | Explanation: FY 2003 data will set the  | Additional Source Information: Reading First Annual Performance Report.  |
| Year  | Actu           | al Perform         | ance        | Perfo         | ormance Ta   | argets                 | baseline; targets for FY 2004 and subsequent  |  |
|   | Grade 1        | Grade 2            | Grade 3     | Grade 1       | Grade 2      | Grade 3                | years will be determined after baseline data  | Frequency: Annually.   |
| 2003  |                |                    |             | 999           | 999          | 999                    | are reported.   | Collection Period: 2002 - 2003 Data Available: 2003 Validated By: No Formal Verification.                      |

## Indicator 8.1.3 of 3: Reading Achievement Statewide: The percentage of students reading at grade level or above, as measured by meeting or exceeding the proficient level on the NAEP reading assessment.

| Targets and Performanc           | - D-4-                 |   |   |
|----------------------------------|------------------------|---|---|
|                                  | e Data                 | Assessment of Progress                        | Sources and Data Quality  |
| nts at proficiency or above on N | IAEP 4th grade reading |   | Additional Source Information: National Assessment of Educational |
| Actual Performance               | Performance Targets    |   | Progress.   |
| 29                               |                        |   | Frequency: Biennially.  |
|                                  | 30                     | Collection Period: 2003  Data Available: 2003 |   |
|                                  | 31                     |   | Validated By: NCES.   |
|                                  | 32                     |   |   |
| 71                               | Actual Performance     | 29<br>30<br>31                                | Actual Performance Performance Targets 29 30 31                   |

## Objective 8.2 of 3: To decrease the percentage of kindergarten through third grade students in schools participating in Reading First who are referred for special education services based on their difficulties learning to read.

#### Indicator 8.2.1 of 1: Referrals to Special Education: Percentage of RF K-3 students referred for special education services based on their difficulties learning to

| reau.           |                                     |                     |  |   |
|-----------------|-------------------------------------|---------------------|--|---|
|                 | Targets and Performand              | e Data              | Assessment of Progress   | Sources and Data Quality  |
| Percentage of R | F K-3 students referred for special | education services. |  | Additional Source Information: Reading First Annual Performance   |
| Year            | Actual Performance                  | Performance Targets | <b>Explanation:</b> FY 2003 data will set the baseline; targets for FY 2004 and subsequent | Report. Recipients of Reading First                               |
| 2003            |                                     | 999                 |  | grants, as required by statute, will submit an Annual Performance |
|                 |                                     |                     | years will be determined after baseline data are reported.                                 | Report that includes data for this indicator.                     |

#### Objective 8.3 of 3: To advance the success of the Reading First program by monitoring the progress of states in implementing their approved state plans.

Indicator 8.3.1 of 1: Implementation of Reading First Programs: The percentage of states that demonstrate progress in the implementation of their Reading First programs, as outlined in their approved state plans, will reach 100%.

|                                 | Targets and Performanc               | e Data                        | Assessment of Progress   | Sources and Data Quality   |
|---------------------------------|--------------------------------------|-------------------------------|--|--|
| Percentage of S<br>First plans. | tates that demonstrate progress in i | implementing approved Reading | Explanation: FY 2003 data will set the baseline; targets for FY 2004 and | Additional Source Information: Reading First Annual Performance  |
| Year                            | Actual Performance                   | Performance Targets           |  | Report.  |
| 2003                            |                                      | 999                           | subsequent years will be determined after baseline data are reported.    | Frequency: Annually. Collection Period: 2002 - 2003 Data Available: 2003 Validated By: No Formal Verification. |

## Reading is Fundamental/Inexpensive Book Distribution - 2004

#### Goal 8: To motivate low income children to read.

Objective 8.1 of 1: To distribute books and to provide reading strategies to low income children, their families, and service providers.

| Indicator 8.1.1 c | ndicator 8.1.1 of 1: RIF will provide books and scientifically based reading services to low income children at risk of educational failure due to delays in reading. |                                  |  |                          |  |  |
|-------------------|---|----------------------------------|--|--------------------------|--|--|
|                   | Targets and Performanc  | e Data                           | Assessment of Progress   | Sources and Data Quality |  |  |
|                   | ow-income children who receive bou  | oks and reading services through | Fundamentians 2002 cetablished the booding   | Frequency: Annually.     |  |  |
| Year              | Actual Performance  | Performance Targets              | <b>Explanation:</b> 2003 establishes the baseline year. The target for 2004 is baseline plus 5 |                          |  |  |
| 2003              |   | 999                              | percent. The target for 2005 is the baseline   |                          |  |  |
|                   |   |                                  | plus 10 percent. The target for 2006 is the baseline plus 15 percent.                          |                          |  |  |

## Ready-to-Learn Television - 2004

**CFDA Number:** 84.295 - Ready-To-Learn Television

## Goal 8: The Ready-to-Learn Television Program will enhance the learning strategies of preschool and elementary children.

Objective 8.1 of 1: Develop, produce, and distribute high-quality televised educational programming for preschool and elementary school children and their caregivers.

Indicator 8.1.1 of 1: High-quality programming and materials produced by Ready to Learn (RTL) programs will increase and provide accountability measures to yield a positive increase in readiness to learn in preschool and elementary children.

| yioia a po                                 | Silive increase in readii   | icoo to icum in    | presented and en  | cincinally cilia       | -  |  |  |
|--|---|--------------------|-------------------|------------------------|--|--|--|
|  | Targets   | and Performand     | ce Data           |                        | Assessment of Progress   | Sources and Data Quality                               |  |
|  | ne of preschool children d<br>literacy skills as a result (<br>shows. |                    |                   |                        | Additional Source Information: Mathematica, first year research contractor.  |  |  |
| Yea  | r Actual Peri   | formance           | Performanc        | e Targets              | to 144 Ready to Learn stations with  | Frequency: Annually.                                   |  |
|  | Between the Sesame Between the Se Lions Street Lions S                |                    |                   |                        | coordinators who conduct workshops. Parents and Child Educators read one children's book                                     | Collection Period: 2003 Data Available: September 2003 |  |
| 2003                                       | 2003 999  |                    |                   |                        | to children each day. Baseline year is 2003. For the first measure, subsequent year targets                                  |  |  |
|  | ne increase in the utilization who attend workshops.                  | on of RTL skills a | among parents and | child                  | will reflect a 5 percent increase over the preceding year. For the second measure, subsequent year targets will reflect a 10 |  |  |
| Year                                       | Actua   | al Performance     |                   | Performance<br>Targets | percent increase over the preceding year.  |  |  |
| Paren Chi Parents or Child Educators Educa |   |                    |                   |                        |  |  |  |
| 2003                                       |   |                    |                   | 999                    |  |  |  |

# Safe and Drug-Free Schools Program--State Grants Program and National Programs - 2004

CFDA Numbers: 84.184 - Safe and Drug-Free Schools and Communities\_National Programs

84.186 - Safe and Drug-Free Schools and Communities State Grants

## Goal 8: To help ensure that all schools are safe, disciplined, and drug free by promoting implementation of high quality drug and violence prevention programs.

Objective 8.2 of 2: Increase the percentage of Safe and Drug-Free Schools and Communities grantees that achieve results-based goals.

Indicator 8.2.1 of 2: National Programs grantees will demonstrate substantial progress toward achieving their results-based goals and objectives that they establish for their programs.

|                 | Targets and Performand             | e Data               | Assessment of Progress   | Sources and Data Quality                                     |
|-----------------|------------------------------------|----------------------|--|--|
| Percentage of g | rantees meeting their measurable g | oals and objectives. |  | Additional Source Information:                               |
| Year            | Actual Performance                 | Performance Targets  | <b>Explanation:</b> Requirements for measuring                               | Review of program files.                                     |
| 2001            | 84                                 | 75                   | progress toward goals and objectives have                                    | Frequency: Other.  |
| 2002            | 2002 85                            |                      | been incorporated into all applications for National Programs direct grants. | Collection Period: 2003 - 2004  Data Available: January 2004 |
| 2003            |                                    | 85                   |  | Validated By: On-Site Monitoring                             |
| 2004            | 2004 85                            |                      |  | By ED.   |
| 2005            |                                    | 85                   |  |  |

Indicator 8.2.2 of 2: Safe Schools/Healthy Students Initiative grantees will demonstrate substantial progress toward achieving their results-based goals and objectives that they establish for their programs.

| Targets and Performance Data  |   |                     | Assessment of Progress   | Sources and Data Quality                                     |
|---|---|---------------------|--|--|
| Percentage of grantees meeting their measurable goals and objectives. |   |                     | II I   | Additional Source Information: Review of program files.      |
| Year  | Actual Performance                              | Performance Targets | <b>Explanation:</b> Requirements for measuring   |  |
| 2003  | 2003     75       2004     80       2005     85 |                     | progress toward goals and objectives have<br>been incorporated into all applications for Safe<br>Schools/Healthy Students Initiative grants. | Frequency: Other.  |
| 2004  |   |                     |  | Collection Period: 2003 - 2004  Data Available: January 2004 |
| 2005  |   |                     |  | Validated By: On-Site Monitoring                             |
|   |   |                     |  | By ED.   |
|   |   |                     |  |  |

#### State Assessments - 2004

CFDA Number: 84.368 - Grants for Enhanced Assessment Instruments

#### Goal 8: To support states in the development of state assessments.

Objective 8.1 of 1: By the 2005-2006 school year, all states and entities will have assessments in both reading/language arts and mathematics in grades three through eight and in high schools.

Indicator 9.4.4 of 2. Appual accomments. All states will have appual accomments for all students in grades 2 through 9 and in high achaele in grading/language

| Indicator 8.1.1 c<br>arts and mather   |                                     | tes will have annual assessmen   | ts for all students in grades 3 through 8 and in   | high schools in reading/language                                   |
|--|-------------------------------------|----------------------------------|--|--|
|  | Targets and Performanc              | e Data                           | Assessment of Progress   | Sources and Data Quality   |
| Number of state<br>8 and high school   | s that have reading/language arts a | ssessments in grades 3 through   | Fundamentary Chates are required to bour   | Additional Source Information: No Child Left Behind (NCLB)         |
| Year   | Actual Performance                  | Performance Targets              | Explanation: States are required to have reading/language arts assessments in grades             | Consolidated State Application FY 2002 and NCLB Consolidated State |
| 2006   | 2006 52                             |                                  | 3 through 8 and high school by 2005-2006.<br>The 2006 performance target of 52 is set to         | Report; Peer Review, Title I review processes                      |
| Number of states that have mathematics assessments in grades 3 through 8 and high school.  |                                     |                                  | reflect the compliance of 50 states, Puerto Rico and the District of Columbia.                   |  |
| Year   | Actual Performance                  | Performance Targets              |  |  |
| 2006   | 2006 52                             |                                  |  |  |
| Indicator 8.1.2 o  | of 2: State assessments: All state  | s and entities will have assessm | ents in science in grades three through eight  | and high school.   |
|  | Targets and Performanc              | e Data                           | Assessment of Progress   | Sources and Data Quality   |
| Number of states and entities that have science assessments in grades 3-8 and high school. |                                     |                                  |  | Additional Source Information: No Child Left Behind (NCLB)         |
| Year   | Actual Performance                  | Performance Targets              | <b>Explanation:</b> The performance target for this measure is set at 52 for FY 2008. States are | Consolidated State Application FY 2002 and NCLB Consolidated State |
|  | - No Data -                         |                                  | not required to have science assessments in grades 3-8 and high school until 2007-2008.          | Report; Peer Review, Title I review processes                      |
|  |                                     |                                  | This performance measure reflects a long term goal based on requirements set up in NCLB.         |  |

#### **Innovative Education State Grants - 2004**

CFDA Number: 84.298 - Innovative Education Program Strategies

#### Goal 8: To support state and local programs that are a continuing source of innovation and educational improvement.

Objective 8.1 of 2: To encourage states to use flexibility authorities in ways that will increase student achievement.

Indicator 8.1.1 of 2: Improved student achievement: States that increase Title V funds 5% by transferring funds from other federal programs show greater increases in the number of students achieving proficiency on state assessments. Targets and Performance Data Assessment of Progress Sources and Data Quality Additional Source Information: No The difference in percent of students that demonstrate proficiency in states that Child Left Behind Consolidated increase Title V funds by 5% and states that do not. **Explanation:** FY 2003 data will provide the State Report: State notifications of Year **Actual Performance Performance Targets** baseline; the performance target for FY 2004 use of Transferability authority; will show a 5% improvement in student State Report Cards. 2003 999 proficiency in states where Title V funds are increased by 5% through flexibility authorities. Frequency: Annually. Collection Period: 2002 - 2003 Data Available: 2004 Validated By: No Formal Verification. Indicator 8.1.2 of 2: Improved student achievement: States that increase Title V funds 10% by transferring funds from other federal programs show greater increases in the number of students achieving proficiency on state assessments. Targets and Performance Data Assessment of Progress Sources and Data Quality Additional Source Information: No The difference in the percent of students that demonstrate proficiency in states that Child Left Behind Consolidated increase Title V funds by 10% and states that do not. State Report: State notifications of **Explanation:** FY 2003 data will provide the Year **Actual Performance Performance Targets** performance baseline; the performance target use of transferability authority: State for FY 2004 will show a 10% improvement in Report Cards. 2003 999 student proficiency in states where Title V

authorities.

funds are increased by 10% through flexibility

Frequency: Annually.

Data Available: 2004 Validated By: No Formal

Verification.

Collection Period: 2002 - 2003

Objective 8.2 of 2: To support states in targeting Title V funds for activities that will improve instruction, reduce student dropout rates, and increase the number of high quality teachers.

|                   | of 3: Improved student achievement those that did not.                      | ent: Difference in percentage of c | listricts achieving AYP in states that targeted  | Title V funds for improved  |
|-------------------|---|------------------------------------|--|---|
|                   | Targets and Performanc  | e Data                             | Assessment of Progress   | Sources and Data Quality  |
|                   | percentage of districts achieving A<br>ed instruction and those that did no |                                    | <b>5</b>   | Additional Source Information: No<br>Child Left Behind Consolidated |
| Year              | Actual Performance  | Performance Targets                | <b>Explanation:</b> FY 2003 data will set the baseline; targets for FY 2004 and subsequent | State Report; Title V program monitoring; State Report Cards.       |
| 2003              |   | 999                                | years will be determined after baseline data are reported.                                 | Collection Period: 2002 - 2003                                      |
|                   |   |                                    | are reported.  | Data Available: 2004  |
| Indicator 8.2.2 o | f 3: Improved student achieveme   | ent: Difference in student dropou  | t rates in states that target Title V funds to red   | ducing student dropouts and states                                  |
|                   | Targets and Performanc  | e Data                             | Assessment of Progress   | Sources and Data Quality  |
|                   | percentage of student dropouts in ent dropouts and states that did not      |                                    | Explanation: EV 2002 data will get the   | Additional Source Information: No<br>Child Left Behind Consolidated |
| Year              | Actual Performance  | Performance Targets                | <b>Explanation:</b> FY 2003 data will set the baseline; targets for FY 2004 and subsequent | State Report; State Report Card; NCES CCD; Title V monitoring.      |
| 2003              |   | 999                                | years will be determined after baseline data   | Frequency: Annually.  |
|                   |   |                                    | are reported.  | Collection Period: 2002 - 2003 Data Available: 2004                 |
|                   | of 3: Improved teacher quality: Di<br>y qualified teachers and those th     |                                    | hly qualified teachers in states that targeted 1   | Title V funds to increasing the                                     |
|                   | Targets and Performanc  | e Data                             | Assessment of Progress   | Sources and Data Quality  |
|                   | percentage of highly qualified teac<br>the number of highly qualified teac  |                                    | Fundamentians FV 2002 data will get the  | Additional Source Information: No<br>Child Left Behind Consolidated |
| Year              | Actual Performance  | Performance Targets                | <b>Explanation:</b> FY 2003 data will set the baseline; targets for FY 2004 and subsequent | State Report; State Report Cards; Title V monitoring.               |
| 2003              | 999   |                                    | years will be determined after baseline data are reported.                                 |   |

### **Teaching of Traditional American History - 2004**

CFDA Number: 84.215X - Teaching of Traditional American History

## Goal 8: To improve student achievement by providing high-quality professional development to elementary and secondary level teachers of American history.

Objective 8.1 of 1: Demonstrate the effectiveness of professional development activities for secondary level teachers of American history through the increased achievement of their students.

Indicator 8.1.1 of 2: Teachers in a nationally representative sample of TAH projects will report improvement of their knowledge and skills as a result of professional development activities.

| Percentage of teachers in a nationally representative sample of TAH projects who report improvement of their knowledge and skills.  Year Actual Performance Performance Targets 2003 999 | <b>Explanation:</b> Baseline or interim data will be obtained in 2003. The 2004 target is 10 | Additional Source Information: SRI Evaluation survey and case study data and grantee evaluation data |
|--|--|--|
|  | III -  | 1 . ,  |
| 2002   |  |  |
| 2003   | percent over the baseline.   | Collection Period: 2003 - 2004<br>Data Available: 2004   |

Indicator 8.1.2 of 2: Students in randomized studies of educational effectiveness who are in classes taught by teachers in a TAH project will demonstrate higher achievement on course content measures and/or on statewide U.S. history assessments than students in control groups.

|      | Targ         | ets and Performand                         | ce Data             |               | Assessment of Progress  | Sources and Data Quality   |
|------|--------------|--|---------------------|---------------|---|--|
|      |              | mized studies of ed<br>t than those in con |                     | tiveness who  |   | Additional Source Information:<br>SRI Evaluation survey and case |
| Year | Actual P     | erformance                                 | Performance Targets |               | <b>Explanation:</b> Baseline will be established in 2003 for the first cohort (up to 10 studies). | study data and grantee evaluation data.                          |
|      | First Cohort | Second Cohort                              | First Cohort        | Second Cohort | Interim data for the first cohort will be obtained  |  |
| 2003 |              |  | 999                 |               | in 2004 and the target will be baseline plus 10 percent for 2005. Final data on the first cohort  | Collection Period: 2003 - 2006  Data Available: 2004             |
| 2004 |              |  |                     | 999           | will be obtained in 2005. Baseline data for the   |  |
| 2005 |              |  | 75                  |               | second cohort will be obtained in 2004. In 2005, interim data on the second cohort will be        |  |
| 2006 |              |  |                     | 75            | obtained and the target for 2006 will be  |  |
|      |              |  |                     |               | baseline plus 10 percent. In 2006, final data for the second cohort will be obtained.             |  |

#### Title I Grants for Schools--ESEA - 2004

CFDA Number: 84.010 - Title I Grants to Local Educational Agencies

#### Goal 8: At-risk students improve their achievement to meet challenging standards.

Objective 8.1 of 2: Performance of the lowest-achieving students and students in high poverty public schools will increase substantially in reading and mathematics.

Indicator 8.1.1 of 3: Student performance on national assessments: The reading performance of low-income 4th grade students on the National Assessment of Educational Progress (NAEP).

|   | Targets                           | and Performand | ce Data                           |    | Assessment of Progress   | Sources and Data Quality  |
|---|-----------------------------------|----------------|-----------------------------------|----|--|---|
| Percentage of low-income 4th grade students scoring at or above the basic and proficient levels in reading on the NAEP. |                                   |                |                                   |    |  | Additional Source Information: National Assessment of Educational |
| Year  | Actual Perf                       | formance       | Performance Targets               |    | <b>Explanation:</b> The NAEP reading test is administered biennially and is on a 2003, 2005, | Progress (NAEP) 4th grade Reading Report                          |
|   | Percentage at or above proficient |                | Percentage at or above proficient |    | 2007 schedule.   | Frequency: Biennially.  |
| 2000  | 13                                | 39             |                                   |    |  | Collection Period: 2003 - 2004  Data Available: December 2004     |
| 2002  |                                   |                | 14                                | 40 |  | Validated By: NCES.   |
| 2003  |                                   |                | 15                                | 41 |  |   |
| 2005  |                                   |                | 16                                | 42 |  |   |
|   |                                   |                |                                   |    |  |   |

Indicator 8.1.2 of 3: Student performance on national assessments: The mathematics performance of low-income 8th grade students on the National Assessment of Educational Progress (NAEP).

|   | Targets and Performance Data      |          |                                   |    | Assessment of Progress   | Sources and Data Quality  |
|---|-----------------------------------|----------|-----------------------------------|----|--|---|
| Percentage of low-income 8th grade students scoring at or above the basic and proficient levels in mathematics on the NAEP. |                                   |          |                                   |    | Formation The NATE weath and the Other   | Additional Source Information: NAEP scores posted on NCES       |
| Year  | Actual Perf                       | formance | Performance Targets               |    | <b>Explanation:</b> The NAEP mathematics for 8th grade students is administered biennially and | website.  |
|   | Percentage at or above proficient |          | Percentage at or above proficient |    | is on a 2003, 2005, 2007 schedule.   | Frequency: Annually. Collection Period: 2003 - 2004             |
| 2000  | 10                                | 42       |                                   |    |  | <b>Data Available:</b> December 2004 <b>Validated By:</b> NCES. |
| 2003  |                                   |          | 11                                | 43 |  | · · · · · · · · · · · · · · · · · · ·                           |
| 2005  |                                   |          | 13                                | 45 |  |   |
| 2007  |                                   |          | 18                                | 50 |  |   |

Indicator 8.1.3 of 3: Student performance on state assessments: States with two years of assessment data and aligned content and performance standards will annually report an increase in the number of students in schools with at least 40 percent poverty who attain either proficient or advanced performance levels in reading on state assessments measures.

|  | Targets and Performand | e Data              | Assessment of Progress  | Sources and Data Quality   |
|--|------------------------|---------------------|---|--|
| States reporting increase in number of low-income students meeting state performance standards by achieving proficiency or above in reading on state assessments |                        |                     | Explanation: The long-range target for this   | Additional Source Information: No<br>Child Left Behind Consolidated<br>State Report; Performance-Based |
| Year   | Actual Performance     | Performance Targets | indicator is that in five years (2009), 52 states will report an increase in the number of low income students who attain either proficient or advanced performance levels in reading on state assessments. | Data Management Initiative (PBDMI)   |
| 2002   |                        | 999                 |   |  |
| 2004   |                        | 30                  |   |  |
|  |                        |                     |   |  |

#### Objective 8.2 of 2: States and districts will implement standards-based accountability systems and provide effective support for school improvement efforts.

| Indicator 8.2.1 o | f 3: Schools identified for improv     | vement: The percentage of scho | ools identified for improvement.  |   |  |
|-------------------|--|--------------------------------|---|---|--|
|                   | Targets and Performanc                 | e Data                         | Assessment of Progress  | Sources and Data Quality  |  |
| Percentage of sc  | chools identified for improvement.     |                                | 7   | Additional Source Information: No   |  |
| Year              | Actual Performance Performance Targets |                                | <b>Explanation:</b> FY 2003-2004 data will be the   | Child Left Behind Consolidated State Report; Performance-Based  |  |
| 2004              |  | 999                            | baseline; 2004-2005 data will show a 10% decrease in schools identified for improvement.  | Data Management Initiative  |  |
|                   |  |                                | The number of schools identified for improvement will continue to decline at a 10% rate each year. By 2013, no schools will be identified for improvement.          | (PBDMI)  Frequency: Annually. Collection Period: 2003 - 2004 Data Available: 2005 Validated By: No Formal Verification. |  |
| Indicator 8.2.2 o | f 3: Highly qualified staff: The ու    | mber of teachers working in pr | ograms supported by Title I funds who are higl  | nly qualified, as defined in NCLB.  |  |
|                   | Targets and Performanc                 | e Data                         | Assessment of Progress  | Sources and Data Quality  |  |
| Number of highly  | qualified teachers working in Title    | l programs.                    |   | Additional Source Information:  |  |
| Year              | Actual Performance                     | Performance Targets            | <b>Explanation:</b> FY 2002-2003 data will establish  | States report highly qualified teacher information in the No Child Left   |  |
| 2003              | 2003 999                               |                                | the baseline; subsequent years will show a 10 percent annual increase in highly qualified   | Behind Consolidated State Report.   |  |
|                   |  |                                | teachers working in programs supported by Title I funds. By the 2005-2006 school year, all teachers working in Title I supported programs will be highly qualified. | Frequency: Annually. Collection Period: 2002 - 2003 Data Available: 2004  |  |

| Indicator 8.2.3 of 3: State accountability plans: The number of states that fully implement their approved Accountability Plans as required in the ESEA. |                    |                     |   |  |  |  |
|--|--------------------|---------------------|---|--|--|--|
| Targets and Performance Data   |                    |                     | Assessment of Progress  | Sources and Data Quality                                     |  |  |
| Number of states with fully implemented Accountability Plan  |                    |                     |   | Additional Source Information: Title I Monitoring Activities |  |  |
| Year   | Actual Performance | Performance Targets | Explanation: Data collected in 2003   | Title I Worldoning Activities                                |  |  |
| 2003   |                    | 999                 | established the baseline; the FY 2004 target is   | Frequency: Annually. Collection Period: 2002 - 2003          |  |  |
|  |                    |                     | baseline plus 10. In five years (2009), all states will have fully implemented their approved Accountability Plans. | Data Available: 2004   |  |  |

## **Transition To Teaching - 2004**

CFDA Number: 84.350 - Transition to Teaching

Goal 8: To increase the number of mid-career professionals, highly qualified paraprofessionals, and recent college graduates who are hired to teach in high need schools and to teach high need subjects.

Objective 8.1 of 1: Objective 1

| Indicator 8.1.1 c                           | of 3: Program participants will re                                    | ceive full teacher certification as  | a result of training and support provided by the                                    | e program.   |  |
|---|---|--------------------------------------|---|--|--|
|   | Targets and Performan   | ce Data                              | Assessment of Progress  | Sources and Data Quality                                     |  |
|   | rogram participants who receive fu<br>upport provided by the program. | Il teacher certification as a result | II I  | Additional Source Information:<br>Grantee Annual Performance |  |
| Year Actual Performance Performance Targets |   |                                      | Explanation: The 2002 target was to set a baseline. Those baseline data are not yet | Reports and Survey data.                                     |  |
| 2002  |   | 999                                  | available. The 2003 target is 5 percent over the                                    | Collection Period: 2002 - 2006                               |  |
| 2006  |   | 75                                   | baseline. The 2004 target is 5 percent over the 2003 target.                        | Data Available: 2004   |  |
| Indicator 8.1.2 c                           | of 3: Program participants will ha                                    | ve teaching positions in high ne     | ed schools in high need school districts.   |  |  |
|   | Targets and Performan   | ce Data                              | Assessment of Progress  | Sources and Data Quality                                     |  |
| Percentage of pr                            | rogram participants who have teac<br>ool districts.                   | hing positions in high need          | Evalenation. The 2002 target was to get a   | Additional Source Information: Grantee Annual Performance    |  |
| Year  | Year Actual Performance Performance Targets 2002 999 2006 85          |                                      | Explanation: The 2002 target was to set a baseline. Those baseline data are not yet | Reports and Survey data.                                     |  |
| 2002  |   |                                      | available. The 2003 target is 5 percent over the                                    | Collection Period: 2002 - 2006                               |  |
| 2006  |   |                                      | baseline. The 2004 target is 5 percent over the 2003 target.                        | Data Available: 2004   |  |

| Indicator 8.1.3 c   | of 3: Program par | ticipants in Coh                     | orts 1 and 2 will | l teach in high-n  | eed schools in high need school districts for th  | ree years or more.   |
|---|-------------------|--------------------------------------|-------------------|--|---|--|
| Targets and Performance Data  |                   |                                      |                   |  | Assessment of Progress  | Sources and Data Quality                                     |
| Percentage of program participants in Cohorts 1 and 2 who teach in high-need schools in high need school districts for three years or more. |                   |                                      |                   |  |   | Additional Source Information:<br>Grantee Annual Performance |
| Year  | Actual Per        | tual Performance Performance Targets |                   | <b>Explanation:</b> For Cohort 1, the target for 2002 was to set the baseline. The target for Cohort 1 | Reports and survey data.  |  |
|   | Cohort 1          | Cohort 2                             | Cohort 1          | Cohort 2   | is 5 percent over the baseline for 2003 and 5   | Collection Period: 2002 - 2006                               |
| 2002  |                   |                                      | 999               |  | percent over the 2003 target for 2004. For Cohort 2, the target for 2003 was to set the | Data Available: 2004   |
| 2003  |                   |                                      |                   | 999  | baseline. The target for Cohort 2 is 5 percent  |  |
| 2006  |                   |                                      | 75                | 75   | over the baseline for 2004 and over the 2004 target for 2005.                           |  |

## **Troops To Teachers - 2004**

Goal 8: To increase the number of military personnel hired as public school teachers and the number who teach high need subjects through the Troops to Teachers Program.

Objective 8.1 of 1: To provide schools with highly qualified teachers who are former military personnel.

| Targets and Performance Data  |  |  | Assessment of Progress  | Sources and Data Quality  |
|---|--|--|---|---|
| The number of individuals who register for the Troops to Teachers Program as a result of outreach efforts in the U.S. and abroad. |  |  | F. J. St. Cook of the Land  | Additional Source Information: Annual performance reports   |
| Year  | Actual Performance   | Performance Targets                                  | target for 2004 is baseline plus 33 percent. The larget for 2005 is an additional 33 percent and larget for 2005 is an additional 33 percent and larget for 2005 is an additional 33 percent and larget for 2005 is an additional 33 percent. | submitted by the Defense Activity for Non-Traditional Education Support (DANTES).   |
| 2003  |  | 999  |   |   |
|   |  | the target for 2006 is 33 percent over that of 2005. | Collection Period: 2003 - 2006<br>Data Available: 2004  |   |
|   |  |  |   |   |
| Indicator 8.1.2 c   | of 2: The number of participants                                   | earning teacher certification in t                   | he high needs areas of math, science, and spec  | cial education.   |
| Indicator 8.1.2 c   | of 2: The number of participants  Targets and Performan            |  | he high needs areas of math, science, and spec  | Sources and Data Quality  |
| The number of p   |  | ce Data  | Assessment of Progress  | Sources and Data Quality  Additional Source Information: Annual performance reports   |
| The number of p   | Targets and Performan  | ce Data  |   | Sources and Data Quality  Additional Source Information:  |
| The number of p   | Targets and Performane participants earning teacher certification. | ce Data ation in the high needs areas of             | Assessment of Progress  Explanation: 2003 is the baseline year. The   | Sources and Data Quality  Additional Source Information: Annual performance reports submitted by the Defense Activity for Non-Traditional Education Support (DANTES). |

## **Voluntary Public School Choice Program - 2004**

**CFDA Number:** 84.361 - Voluntary Public School Choice

# Goal 8: To assist States and local school districts in creating, expanding, and implementing a public school choice program.

Objective 8.1 of 1: The Voluntary Public School Choice Program increases the number of students moving from low performing to higher performing schools.

| Indicator 8.1.1              | of 1: The number of families who                     | exercise public school choice w | ill increase.   |   |  |
|------------------------------|--|---------------------------------|---|---|--|
| Targets and Performance Data |  |                                 | Assessment of Progress  | Sources and Data Quality  |  |
| The number of s              | students exercising their choice to tr<br>g schools. | ansfer from low performing to   | Evalenation: A baseline will be get in EV   | Additional Source Information:<br>COSMOS Corporation, contractor  |  |
| Year                         | Actual Performance                                   | Performance Targets             | 2003. The FY 2004 target is 10 percent over the baseline. Choosing not to transfer is Put | secured through PPSS for the National Evaluation of the Voluntary |  |
| 2003                         |  | 999                             |   | Public School Choice Program.                                     |  |
|                              |  |                                 | considered exercising the option.   |   |  |

# National Center for Education Statistics (NCES) Statistics and Assessment - 2004

CFDA Numbers: 84.830 - Statistics

84.902 - Assessments

Goal 8: To collect, analyze, and disseminate information on the condition of education in the United States and to provide comparative international statistics.

Objective 8.1 of 2: Provides timely, useful, and comprehensive data that are relevant to policy and educational improvement.

| Comprehens   1997   88   1999   91   2001   90   2004                               | tual Performance siveness Timelines 72 77 |              | Performanc             | e Targets | -          | Explanation: The next data collection for NCES on customer service will not render data until December 2003 and will not be released until 2004. | Additional Source Information: NCES Customer Satisfaction Survey.  Frequency: Biennially. Collection Period: 2004 |
|---|---|--------------|------------------------|-----------|------------|--|---|
| Comprehens   1997   88   1999   91   2001   90   2004   Percentage of custor   Year | riveness Timelines 72 77                  | 86           | omprehensiveness<br>85 | Timeline  | -          | NCES on customer service will not render data until December 2003 and will not be released   | Frequency: Biennially.  |
| 1997 88<br>1999 91<br>2001 90<br>2004 Percentage of custor<br>Year                  | 72<br>77                                  | 86           | 85                     |           | ss Utility | I I  |   |
| 1999 91 2001 90 2004  Percentage of custor Year                                     | 77  | 89           |                        | 85        |            | II until 2004.   | Collection Period: 2004   |
| 2001 90 2004 Percentage of custom Year  |   |              |                        | 85        |            |  | Data Available: 2004  |
| Percentage of custo   | 74  | 90           | 90                     |           | 85         |  | Validated By: NCES.   |
| Percentage of custo   |   | İ            | 00                     | 90        | 90         |  | Data will be validated by using NCES review procedures and by   |
| Year  | · ·                                       | 1 1          | 90                     | 90        | 90         |  | applying NCES statistical standard  |
| Year  |   |              |                        |           |            |  |   |
|   | stomer respondents                        | satisfied or | very satisfied with    | NCES da   | ta files   |  |   |
| С   | Actual Perfo                              | mance        | Performa               | nce Targ  | ets        |  |   |
|   | Comprehensivenes                          | Timeline     | ss Comprehensive       | eness Ti  | neliness   |  |   |
| 1997  | 82  | 52           |                        |           |            |  |   |
| 1999  | 87  | 67           | 85                     |           | 85         |  |   |
| 2001  | 88  | 66           | 90                     |           | 90         |  |   |
| 2004  |   |              | 90                     |           | 90         |  |   |

| Perce                   | entage of customer res | pondents sa | atisfied            | or very satisfied with NCES services |            |         |
|-------------------------|------------------------|-------------|---------------------|--------------------------------------|------------|---------|
| Year Actual Performance |                        |             | Performance Targets |                                      |            |         |
|                         | Comprehensiveness      | Timeliness  | Utility             | Comprehensiveness                    | Timeliness | Utility |
| 1997                    |                        | 89          |                     |                                      |            |         |
| 1999                    |                        | 93          | 93                  |                                      | 85         | 85      |
| 2001                    |                        | 83          | 88                  |                                      | 90         | 90      |
| 2004                    |                        |             |                     |                                      | 90         | 90      |

#### Objective 8.2 of 2: Timeliness of NAEP data for Reading and Mathematics Assessment in support of the President's No Child Left Behind initiative.

Indicator 8.2.1 of 1: The time from the end of data collection to initial public release of results in reading and mathematics assessments shall be reduced from 15 months to 6 months.

| months to o me | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,  |                     |  |  |  |
|----------------|---|---------------------|--|--|--|
|                | Targets and Performand  | ce Data             | Assessment of Progress                         | Sources and Data Quality   |  |
|                | ne end of data collection to initial pu<br>s assessments shall be reduced fro |                     | Frequency: Biennially. Collection Period: 2005 |  |  |
| Year           | Actual Performance  | Performance Targets | Data Available: 2005 Validated By: NCES.       |  |  |
| 2003           | 15  |                     |  | Data will be validated by using                                    |  |
| 2005           |   | 6                   |  | NCES review procedures and by applying NCES statistical standards. |  |
|                |   |                     |  | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,                            |  |
|                |   |                     |  |  |  |

### Research, Development and Dissemination - 2004

CFDA Numbers: 84.305 - National Institute on Student Achievement, Curriculum, and Assessment

84.305G - Reading Comprehension Research Grant Program 84.305H - Cognition and Student Learning Research Grant Program 84.305J - Preschool Curriculum Evaluation Research Grant Program

84.305K - Mathematics Education Research Grant Program

84.305L - Social and Character Development Research Grant Program

84.305M - Teacher Quality Research Grant Program 84.305W - Interagency Education Research Initiative

#### Goal 8: Transform education into an evidence-based field.

#### Objective 8.1 of 2: Raise the quality of research funded or conducted by the Department.

Indicator 8.1.1 of 4: The percentage of new research and evaluation projects funded by the IES that are deemed to be of high-quality by an independent review panel of qualified scientists.

|                 | Targets and Performand   | e Data                              | Assessment of Progress | Sources and Data Quality   |
|-----------------|--|-------------------------------------|------------------------|--|
| deemed to be of | of new research and evaluation pro<br>high-quality by an independent rev | view panel of qualified scientists. |                        | Additional Source Information: IES selects a random sample of newly funded research proposals  |
| Year            | Actual Performance   | Performance Targets                 |                        | from IES. These proposals are  |
| 2002            | 50   | 50                                  |                        | distributed to senior scientists in education for evaluation. Data will  |
| 2003            |  | 65                                  |                        | be collected annually. This  |
| 2004            |  | 80                                  |                        | evaluation is separate from the peer   |
| 2005            |  | 95                                  |                        | review panels used to evaluate applications submitted for research   |
|                 |  |                                     |                        | funding.   |
|                 |  |                                     |                        | Frequency: Annually.  Evaluations are only as good as the qualifications of the external review panel. Inclusion of only eminent senior scientists who are distinguished professors in their institutions, editors of premier research journals, and leading researchers in education and special education assures the quality of the data. |

Indicator 8.1.2 of 4: The percentage of new research and evaluation publications by IES that are deemed to be of high-quality by an independent review panel of qualified scientists.

| qualified scienti |   |  |                        |  |
|-------------------|---|--|------------------------|--|
|                   | Targets and Performan   | ce Data  | Assessment of Progress | Sources and Data Quality   |
|                   | of new research and evaluation pu<br>ality by an independent review pan | ublications by IES that are deemed el of qualified scientists. |                        | Additional Source Information: IES selects a random sample of new research and evaluation publications   |
| Year              | Actual Performance  | Performance Targets  |                        | from IES. Publications are   |
| 2002              | 100   | 50   |                        | distributed to senior scientists in the  |
| 2003              |   | 70   |                        | field for review. Data will be collected annually.   |
| 2004              |   | 95   |                        | conceted armaany.  |
| 2005              |   | 95   |                        | Frequency: Annually.   |
|                   |   |  |                        | Evaluations are only as good as the qualifications of the external review panel. Inclusion of only eminent senior scientists who are distinguished professors in their institutions, editors of premier research journals, and leading researchers in education and special education assures the quality of the data. |

Indicator 8.1.3 of 4: Of new research and evaluation projects funded by the IES that address causal questions, the percentage of projects that employ randomized experimental designs.

| experimental de | esigns.  |                     | • • •                  |   |
|-----------------|--|---------------------|------------------------|---|
|                 | Targets and Performand   | ce Data             | Assessment of Progress | Sources and Data Quality  |
|                 | h and evaluation projects funded by<br>ercentage of projects that employ r |                     |                        | Additional Source Information: IES researchers evaluate all newly funded research and evaluation proposals by IES to  |
| Year            | Actual Performance   | Performance Targets |                        | identify projects that address causal   |
| 2001            | 32   | 32                  |                        | questions and of those projects, those that   |
| 2002            | 100  | 75                  |                        | utilize randomized experimental designs to answer those questions. Data will be   |
| 2003            |  | 75                  |                        | collected annually. The 75% target for 2002-  |
| 2004            |  | 75                  |                        | 2005 recognizes that some high quality research addressing causal questions will not  |
| 2005            |  | 75                  |                        | be able to employ randomized experimental   |
|                 |  |                     |                        | designs.  |
|                 |  |                     |                        | Frequency: Annually.  |
|                 |  |                     |                        | Evaluations are only as good as the qualifications of the proposal reviewers. Having qualified researchers conduct the reviews, as well as a check of inter-rater agreement in which the 2 IES researchers independently evaluate a subset of proposals (with minimum inter-rater agreement of 90%), minimizes threats to the validity and reliability of data. Presence of a causal question is defined as instances in which the investigation is designed to examine the effects of one variable on a second variable. A causal relation might be expressed as one variable influencing, affecting, or changing another variable. A randomized experimental design is defined as instances in which there is (a) an experimental (treatment) group and one or more comparison groups and (b) random assignment of either participants to treatment and comparison groups or groups (e.g., classrooms or schools) to treat and comparison conditions. If a proposal includes a design in which two or more groups of participants are compared, but the PI does not explicitly indicate that random assignment procedures will be used, the proposal is recorded as not using a randomized experimental design. |

Indicator 8.1.4 of 4: Of new research and evaluation publications funded by IFS that address causal questions, the percentage of publications that employ

|      | Targets and Performand  | ce Data             | Assessment of Progress | Sources and Data Quality  |
|------|---|---------------------|------------------------|---|
|      | and evaluation publications funder<br>ercentage of publications that empl |                     |                        | Additional Source Information: IES researchers evaluate all newly funded research and evaluation publications by IES to identify projects that address causal   |
| Year | Actual Performance  | Performance Targets |                        | questions and of those projects, those that   |
| 2002 | 100   | 75                  |                        | utilize randomized experimental designs to  |
| 2003 |   | 75                  |                        | answer those questions. Data will be collected annually. The 75% target   |
| 2004 |   | 75                  |                        | recognizes that some high quality studies   |
| 2005 |   | 75                  |                        | not be able to employ randomized  |
|      |   |                     |                        | experimental designs.   |
|      |   |                     |                        | Frequency: Annually.  |
|      |   |                     |                        | Evaluations are only as good as the qualifications of the proposal reviewers. Having qualified researchers conduct the reviews, as well as a check of inter-rater agreement in which the 2 IES researchers independently evaluate a subset of propose (with minimum inter-rater agreement of 90 minimizes threats to the validity and reliab of data. Presence of a causal question is defined as instances in which the investigation is designed to examine the effects of one variable on a second variable A causal relation might be expressed as o variable influencing, affecting, or changing another variable. A randomized experiment design is defined as instances in which the is (a) an experimental (treatment) group a one or more comparison groups and (b) random assignment of either participants at treatment and comparison groups or group (e.g., classrooms or schools) to treat and comparison conditions. If a proposal include a design in which two or more groups of participants are compared, but the PI does not explicitly indicate that random assignment or explicitly indicate that random assignment procedures will be used, the proposal is recorded as not using a randomized |

Objective 8.2 of 2: Increase the relevance of our research in order to meet the needs of our customers.

Indicator 8.2.1 of 4: The percentage of new research projects funded by IES that are deemed to be of high relevance to educational practice as determined by an independent review panel of qualified practitioners.

|   | Targets and Performan | ce Data                     | Assessment of Progress | Sources and Data Quality  |
|---|-----------------------|-----------------------------|------------------------|---|
| high relevance to<br>panel of qualified | ·                     | ed by an independent review |                        | Additional Source Information: External panel of qualified practitioners will evaluate the relevance of a random sample of newly funded research proposals. Data will be        |
| Year                                    | Actual Performance    | Performance Targets         |                        | collected annually. The final target of 75%   |
| 2002                                    | 25                    | 25                          |                        | recognizes that some important research may   |
| 2003                                    |                       | 37                          |                        | not seem immediately relevant, but will make important contributions over the long-term.  |
| 2004                                    |                       | 50                          |                        |   |
| 2005                                    |                       | 62                          |                        | Frequency: Annually.  |
| 2006                                    |                       | 75                          |                        | Evaluations are only as good as the   |
|   |                       |                             |                        | qualifications of the external review panel. Inclusion of only experienced practitioners and administrators in education and special education assures the quality of the data. |

## Indicator 8.2.2 of 4: The percentage of K-16 policymakers and administrators who report routinely considering evidence of effectiveness before adopting educational products and approaches.

| Targets and Performand | e Data  | Assessment of Progress | Sources and Data Quality   |
|------------------------|---|------------------------|--|
|                        |   |                        | Additional Source Information: Survey of education decision-makers and policymakers. Data will be collected every 3 years.   |
| Actual Performance     | Performance Targets   |                        | Frequency: Other.  |
| 42                     | 42<br>66  |                        | Data are valid to the extent that sample includes education decision-makers across   |
|                        |   |                        | high-, low-, and average-achieving districts and states, across urban and rural areas, and from all regions of the country. The sample included district superintendents, chief state school officers, and state higher education executive officers across all of these dimensions. |
|                        | K-16 policymakers and administ<br>e of effectiveness before adopt<br>Actual Performance | 42 42                  | K-16 policymakers and administrators who report routinely e of effectiveness before adopting educational products and  Actual Performance Performance Targets  42 42   |

|   | Targets and Performan  | ce Data  | Assessment of Progress   | Sources and Data Quality   |
|---|--|--|--|--|
| The number of a                                     | nnual hits on the What Works Cle   | aringhouse web site.   |  | Additional Source Information:   |
| Year  | Actual Performance   | Performance Targets  |  | What Works Clearinghouse.  Baseline data for number of annual  |
| 2003  | 1,000,000  |  |  | hits is FY 2003.   |
| 2004  |  | 4,000,000  |  |  |
|   |  |  |  | Web-based program will automatically count hits on web site  |
|   |  |  |  |  |
|   | f 4: Percent of What Works Clea<br>lleague or friend" (by checking   |  | d randomly who responded to the questic                          | n, " Would they recommend the WW   |
|   |  | "agree" or "strongly agree")   | d randomly who responded to the question  Assessment of Progress | n, " Would they recommend the WW   |
| Percent of What responded to the                    | lleague or friend" (by checking  | "agree" or "strongly agree")  ce Data  ers surveyed randomly who  nd the WWC web site to a               |  | Sources and Data Quality  Additional Source Information: What Works Clearinghouse. Baseline data for web site users                              |
| Percent of What responded to the                    | Targets and Performan  Works Clearinghouse web site us e question, " Would they recomme                                      | "agree" or "strongly agree")  ce Data  ers surveyed randomly who  nd the WWC web site to a               |  | Sources and Data Quality  Additional Source Information: What Works Clearinghouse.   |
| Percent of What responded to the colleague or frier | Targets and Performan  Works Clearinghouse web site us e question, " Would they recomme and" (by checking "agree" or "strong | "agree" or "strongly agree")  ce Data  ers surveyed randomly who  nd the WWC web site to a  gly agree"). |  | Sources and Data Quality  Additional Source Information: What Works Clearinghouse. Baseline data for web site users who would recommend it is FY |

# National Center for Education Statistics (NCES) Statistics and Assessment - 2004

CFDA Numbers: 84.830 - Statistics

84.902 - Assessments

Goal 8: To collect, analyze, and disseminate information on the condition of education in the United States and to provide comparative international statistics.

Objective 8.1 of 2: Provides timely, useful, and comprehensive data that are relevant to policy and educational improvement.

| D                        |                       | Targets and   | Dorform    |                       | for Educ | ation Sta  | Assessment of Progress   | Sources and Data Quality  |
|--------------------------|-----------------------|---------------|------------|-----------------------|----------|------------|--|---|
| Percentag<br>publicatior | ge of customer res    |               |            | r very satisfied with | NCES     |            | Assessment of Progress   | Additional Source Information: NCES Customer Satisfaction           |
| Year                     | Actual Perfe          |               |            | Performanc            |          |            | <b>Explanation:</b> The next data collection for NCES on customer service will not render data | Survey.   |
| Con                      | mprehensiveness<br>88 | Timeliness 72 | Utility C  | omprehensiveness      | Timeline | ss Utility | until December 2003 and will not be released until 2004.                                       | Frequency: Biennially. Collection Period: 2004 Data Available: 2004 |
| 1999<br>2001             | 91<br>90              | 77<br>74      | 89         | 85<br>90              | 85<br>90 | 85<br>90   |  | Validated By: NCES. Data will be validated by using                 |
| 2004                     | 90                    | 7-7           | 90         | 90                    | 90       | 90         |  | NCES review procedures and by applying NCES statistical standar     |
| Percentag                | ge of customer res    | pondents s    | atisfied c | r very satisfied with | NCES da  | ta files   |  |   |
| Year                     | ar Acti               | ual Perform   | nance      | Performa              | nce Targ | ets        |  |   |
|                          | Comprehe              | ensiveness    | Timeline   | ess Comprehensive     | eness Ti | meliness   |  |   |
| 1997                     | 7 8                   | 32            | 52         |                       |          |            |  |   |
| 1999                     | <b>9</b> ε            | 37            | 67         | 85                    |          | 85         |  |   |
| 2001                     | )1 8                  | 38            | 66         | 90                    |          | 90         |  |   |
| 2004                     | )4                    |               |            | 90                    |          | 90         |  |   |

| Perce | Percentage of customer respondents satisfied or very satisfied with NCES services |            |         |                     |            |         |
|-------|---|------------|---------|---------------------|------------|---------|
| Year  | ear Actual Performance  |            |         | Performance Targets |            |         |
|       | Comprehensiveness   | Timeliness | Utility | Comprehensiveness   | Timeliness | Utility |
| 1997  |   | 89         |         |                     |            |         |
| 1999  |   | 93         | 93      |                     | 85         | 85      |
| 2001  |   | 83         | 88      |                     | 90         | 90      |
| 2004  |   |            |         |                     | 90         | 90      |

#### Objective 8.2 of 2: Timeliness of NAEP data for Reading and Mathematics Assessment in support of the President's No Child Left Behind initiative.

Indicator 8.2.1 of 1: The time from the end of data collection to initial public release of results in reading and mathematics assessments shall be reduced from 15 months to 6 months

| months to 6 mg | months to 6 months.   |                     |                        |   |  |  |  |  |
|----------------|---|---------------------|------------------------|---|--|--|--|--|
|                | Targets and Performand  | ce Data             | Assessment of Progress | Sources and Data Quality  |  |  |  |  |
|                | ne end of data collection to initial pu<br>s assessments shall be reduced fro |                     |                        | Frequency: Biennially. Collection Period: 2005 Data Available: 2005 |  |  |  |  |
| Year           | Actual Performance  | Performance Targets |                        | Validated By: NCES.   |  |  |  |  |
| 2003           | 15  |                     |                        | Data will be validated by using                                     |  |  |  |  |
| <b>2005</b> 6  |   |                     |                        | NCES review procedures and by applying NCES statistical standards.  |  |  |  |  |
|                |   |                     |                        | 1,1,7,3   |  |  |  |  |
|                |   |                     |                        |   |  |  |  |  |

### Institutional Development, Title III & Title V - 2004

CFDA Numbers: 84.031 - Higher Education\_Institutional Aid

84.031B - Strengthening HBCU's and Strengthening Historically Black Graduate Institutions

84.031N - Strengthening Alaska Native and Native Hawaiian-Serving Institutions

84.031T - Strengthening Tribally Controlled Colleges and Universities

84.120A - Minority Science and Engineering Improvement

# Goal 8: To improve the capacity of Minority-Serving Institutions, that traditionally have limited resources and serve large numbers of low-income and minority students, to improve student success and to provide high quality educational opportunities for their students.

Objective 8.1 of 3: Improve the academic quality of participating Institutions.

| Indicator 8.1.1 of 1: Academic Quality: The percentage of Title III and Title V project of | goals relating to the improvement of academic quality that are met or |
|--|---|
| exceeded will increase or be maintained over time.   |   |

| crease or be maintained over tir                | ne.   |  |  |
|---|---|--|--|
| Targets and Performand                          | ce Data   | Assessment of Progress   | Sources and Data Quality   |
| of project goals relating to the impr           | rovement of academic quality that   |  | Additional Source Information:<br>Data are collected from the Annual   |
| Vanu   Astual Daufaumanaa   Daufaumanaa Taunata |   | success of these programs new GPRA   | Performance Reports submitted by grantees.   |
| <b>2002</b>   75   i                            |   | indicators were developed in 2002 based on   |  |
|   | 75  | 1 , ,  | Frequency: Annually.   |
| 75<br>75  | consultation with the grant community. These indicators provide program success information across the diverse types of institutions as well as across the seven different programs within this one GPRA program report. February 2003 will be the first time that data will be available for these indicators. | Data Available: February 2004 Validated By: On-Site Monitoring By ED. Data supplied by institutions, which certify the accuracy of the data.  Limitations: Data are self-reported. |  |
|   | Targets and Performand for project goals relating to the impresenced.   | Targets and Performance Data  of project goals relating to the improvement of academic quality that exceeded.  Actual Performance Performance Targets  75  75                      | Targets and Performance Data  Assessment of Progress  For project goals relating to the improvement of academic quality that exceeded.  Actual Performance Performance Targets  To To To To To To To To To To To To To T |

#### Objective 8.2 of 3: Improve the institutional management and fiscal stability of the participating Institutions.

Indicator 8.2.1 of 1: Institutional Management and Fiscal Stability: The percentage of Title III and Title V project goals relating to the improvement of institutional management and fiscal stability that are met or exceeded will increase or be maintained over time.

|      | ia noodi otability that are met or                                       |         |   |  |
|------|--|---------|---|--|
|      | Targets and Performan  | ce Data | Assessment of Progress  | Sources and Data Quality   |
|      | of project goals relating to the implifical stability that have been met |         | Forder of the content to be the content to  | Additional Source Information: Data are collected from the Annual      |
| Year |  |         | Explanation: In order to better measure the success of these programs new GPRA          | Performance Reports submitted by grantees.                             |
| 2002 |  | 75      | indicators were developed in 2002 based on a  |  |
| 2003 |  | 75      | new Annual Performance Report (APR). The APR was designed with extensive consultation   | Frequency: Annually.   |
| 2004 |  | 75      | with the grant community. These indicators  | Data Available: February 2004  |
|      |  |         | provide program success information across the diverse types of institutions as well as | Validated By: On-Site Monitoring By ED.                                |
|      |  |         | across the seven different programs within this Data supplied                           | Data supplied by institutions, which certify the accuracy of the data. |
|      |  |         | these indicators.   | <b>Limitations:</b> Data are self-reported.                            |

#### Objective 8.3 of 3: Improve the student services and student outcomes of the participating Institutions.

Indicator 8.3.1 of 1: Student Services and Student Outcomes: The percentage of Title III and Title V project goals relating to the improvement of student services and student outcomes that are met or exceeded will increase or be maintained over time.

|      | Targets and Performan  | ce Data | Assessment of Progress  | Sources and Data Quality   |
|------|--|---------|---|--|
|      | e of Title III and Title V project goals<br>s or student outcomes that have be |         |   | Additional Source Information: Data are collected from the Annua   |
| Year | .   Astro-I Daufaurrana   Daufaurrana Taurrata                                 |         | Explanation: In order to better measure the success of these programs new GPRA  | Performance Reports submitted by grantees.   |
| 2002 |  | 75      | indicators were developed in 2002 based on  |  |
| 2003 |  | 75      | the new Annual Performance Report (APR).  The APR was designed with extensive   | Frequency: Annually.   |
| 2004 |  | 75      | consultation with the grant community. These indicators provide program success   | Data Available: February 2004<br>Validated By: On-Site Monitoring  |
|      |  |         | information across the diverse types of institutions as well as across the seven different programs within this one GPRA program report. February 2003 will be the first time that data will be available for these indicators. | By ED. Data supplied by institutions, whic certify the accuracy of the data.  Limitations: Data are self-reporte |

## **Byrd Honors Scholarships Program - 2004**

**CFDA Number:** 84.185 - Byrd Honors Scholarships

## Goal 8: To promote student excellence and to recognize exceptionally able students who show promise of continued excellence

Objective 8.1 of 1: Byrd scholars will successfully complete postsecondary education programs at high rates.

Indicator 8.1.1 of 1: Completion of postsecondary education programs: Byrd scholars will successfully complete postsecondary education programs within 4 years.

|                  | Targets and Performand              | ce Data                 | Assessment of Progress  | Sources and Data Quality  |
|------------------|-------------------------------------|-------------------------|---|---|
| Percentage of By | yrd scholars graduating within 4 ye | ars Performance Targets | Explanation: Prior to 2002, we collected data   | Additional Source Information: Annual Performance Report  |
| 2002             | 22                                  | 90                      | that show receipt of four years of funding or   | Frequency: Annually. Collection Period: 2003  |
| 2003             |                                     | 26                      | graduation. As of 2002, we changed the definition of data collected to report only four-              | Data Available: March 2004  |
| 2004             |                                     | 26                      | year graduation rates. Therefore, in 2002, there is a significant decline in the performance measure. | Validated By: No Formal Verification. Data supplied by states, which certify the accuracy of the data.  Limitations: Data are based on grantee reports of varying quality and accuracy on the number of Byrd Scholars graduating. |

## **TRIO Programs - 2004**

CFDA Numbers: 84.042 - TRIO Student Support Services

84.044 - TRIO\_Talent Search 84.047 - TRIO\_Upward Bound

84.047M - TRIO - Upward Bound Math/Science 84.066 - TRIO Educational Opportunity Centers

84.217A - TRIO - McNair Post-baccalaureate Achievement

# Goal 8: Increase the percentage of low-income, first-generation college students who successfully pursue postsecondary education opportunities.

Objective 8.1 of 2: Increase postsecondary enrollment rates of low-income, first-generation individuals in the academic pipeline.

| ndicator 8.1.1 | of 1: Postsecond      | dary enrollment:        | Percentage of L       | Jpward Bound pa         | rticipants enrolling in college.  |  |
|----------------|-----------------------|-------------------------|-----------------------|-------------------------|---|--|
|                | Targe                 | ts and Performan        | ce Data               |                         | Assessment of Progress  | Sources and Data Quality   |
| Upward Bound   | (UB): College Eni     | rollment (percent)      |                       |                         |   | Additional Source Information: Performance Reports   |
| Year           | Actual Pe             | erformance              | Performa              | nce Targets             | Explanation: Data from the national   | Feriormance Reports  |
|                | Overall<br>Enrollment | High-Risk<br>Enrollment | Overall<br>Enrollment | High-Risk<br>Enrollment | evaluation of Upward Bound provides the baseline data. The Upward Bound performance reports are and will be used to | Frequency: Annually. Collection Period: 2002 - 2003  |
| 2000           | 65                    | 34                      |                       |                         |   | Data Available: January 2004 Validated By: No Formal   |
| 2001           |                       |                         | 65                    |                         | The long-term goals for UB are to maintain the  | Verification.  |
| 2002           |                       |                         | 65                    |                         | the percentage of higher-risk students who are  | No formal verification of performance report data The data   |
| 2003           |                       |                         | 65                    | 35                      |   | are self-reported  |
| 2004           |                       |                         | 65                    | 35.50                   | higher-risk students to 37% by 2007.  | Limitations: The national evaluation has provided baseline data for UB and also provides data on appropriate comparison groups. However, the evaluation cannot be used to measure program improvements on an annual basis. |

Objective 8.2 of 2: Increase postsecondary persistence and completion rates of low-income, first-generation individuals in the academic pipeline.

Indicator 8.2.1 of 2: Postsecondary persistence and completion: Percentages of Student Support Services participants persisting and completing a degree at the same institution

| same institution           | on.                    |                       |                        |                       |  |   |
|----------------------------|------------------------|-----------------------|------------------------|-----------------------|--|---|
|                            | Target                 | s and Performand      | ce Data                |                       | Assessment of Progress   | Sources and Data Quality  |
| Student Suppo<br>(percent) | ort Services (SSS):    | College persisten     | ce (percent) and       | completion            | For law 4th and Date from the matter of  | Additional Source Information:<br>Performance reports             |
| Year                       | Actual Pe              | rformance             | Performan              | ice Targets           | Explanation: Data from the national evaluation of Student Support Services   | Frequency: Annually.  |
|                            | College<br>Persistence | College<br>Completion | College<br>Persistence | College<br>Completion | provides the baseline data. The performance reports are and will be used to determine if the <b>Dat</b>  | Collection Period: 2002 - 2003<br>Data Available: January 2004    |
| 1999                       | 67                     | 29                    |                        |                       | performance targets are met. The long-term goals for SSS are to increase the persistence   | No formal verification of performance report data. The data       |
| 2000                       | 67                     |                       | 67                     | 29                    |  | are self-reported.  |
| 2001                       |                        |                       | 67                     | 29                    | respectively, by 2007. The college completion baseline of 29% includes only SSS students   | Limitations: The national   |
| 2002                       |                        |                       | 67                     | 29                    | who remain at the same school through  | evaluation provided baseline data                                 |
| 2003                       |                        |                       | 68                     | 29.50                 | graduation. It has been set at this level  | for SSS and also provides data on                                 |
| 2004                       |                        |                       | 68.50                  | 30                    | because the annual performance reports will only report the academic progress of SSS   | appropriate comparison groups.  However, the evaluation cannot be |
|                            |                        |                       |                        |                       | participants that remain at the grantee institution. The national evaluation indicates that 68% of SSS participants complete at least an Associates degree at any college within 6 years. The long-term goal is intended to increase this rate to 70%. | used to measure program improvements on an annual basis.          |

| Indicator 8.2.2 | of 2: Graduate so  | chool enrollment  | and persistenc | e: Percentages o | f McNair participants enrolling and persisting  | in graduate school.  |
|-----------------|--|-------------------|----------------|------------------|---|--|
|                 | Targe  | ts and Performand | ce Data        |                  | Assessment of Progress  | Sources and Data Quality                                     |
| McNair: Gradua  | McNair: Graduate school enrollment (percent) and persistence (percent) |                   |                |                  |   | Additional Source Information: Performance reports           |
| Year            | Actual Pe  | erformance        | Performa       | nce Targets      | Explanation: The 1998-99 annual   | T Chomianee reports  |
|                 | Enrollment   | Persistence       | Enrollment     | Persistence      | performance reports provide the baseline data   | Frequency: Annually.   |
| 1999            | 35   | 48                |                |                  | for the McNair program. The McNair performance reports are and will be used to        | Collection Period: 2002 - 2003  Data Available: January 2004 |
| 2000            | 35   | 75                | 35             | 48               | determine if the performance targets are met.   | Validated By: No Formal                                      |
| 2001            |  |                   | 35             | 48               | Performance targets for 2003 and 2004 have been increased to reflect expected program | Verification. The data are self reported.                    |
| 2002            |  |                   | 35             | 48               | outcomes.   | The data are sen reported.                                   |
| 2003            |  |                   | 36             | 75               |   |  |
| 2004            |  |                   | 36             | 75               |   |  |

## Fund for the Improvement of Postsecondary Education - 2004

**CFDA Number:** 84.116 - Fund for the Improvement of Postsecondary Education

#### Goal 8: To improve postsecondary education by making grants to institutions in support of reform and innovation.

Objective 8.1 of 2: Promote reforms that improve the quality of teaching and learning and Postsecondary institutions.

| Indicator 8.1.1 o | f 1: Replication of projects: The   | percentage of projects that are | adapted in full or in part, or whose materials ar                  | e used by other institutions.   |
|-------------------|-------------------------------------|---------------------------------|--|---|
|                   | Targets and Performand              | ce Data                         | Assessment of Progress   | Sources and Data Quality  |
| Percentage of FI  | PSE grantees reporting full project | t dissemination to others       |  | Additional Source Information:  |
| Year              | Actual Performance                  | Performance Targets             | Explanation: FIPSE considers itself                                | Final Report Scorecard  |
| 1998              | 92                                  |                                 | successful on this measure if 90% or more                          | Frequency: Annually.  |
| 1999              | 100                                 |                                 | projects result in project models being adapted on other campuses. | Collection Period: 2003 - 2004  Data Available: January 2004          |
| 2000              | 83                                  | 100                             | on other campuses.   | Validated By: No Formal Verification. Similar results from site visit |
| 2001              | 96                                  | 85                              |  |   |
| 2002              | 94.50                               | 95                              |  | scorecard.  |
| 2003              |                                     | 95                              |  | Liver But a property  |
| 2004              |                                     | 95                              | _  | <b>Limitations:</b> Data supplied by project directors in response to |
| 2005              |                                     | 96                              |  | survey instruments. Have revised                                      |
| 2006              |                                     | 96                              | _  | form to match indicators more closely. Planning an external           |
| 2007              |                                     | 97                              |  | evaluation of the Comprehensive                                       |
|                   |                                     | ,                               |  | Program through PES around these indicators.                          |

#### Objective 8.2 of 2: Institutionalization of FIPSE programs

| Indicator 8.2.1 of 1: Projects sustained: T | he number of pro | jects sustained at least 2 v | ears beyond Federal funding. |
|---|------------------|------------------------------|------------------------------|
|   |                  |                              |                              |

|                 | Targets and Performand                  | ce Data                | Assessment of Progress   | Sources and Data Quality  |
|-----------------|---|------------------------|--|---|
| Percentage of P | Projects reporting institutionalization | on their home campuses |  | Additional Source Information:  |
| Year            | Actual Performance                      | Performance Targets    | Explanation: FIPSE's emphasis on   | Final Report Scorecard. Assessment of projects based on   |
| 1998            | 93                                      |                        | institutional contributions to projects and  | review of final reports sent in at the  |
| 1999            | 96                                      |                        | development of long-term continuation plans are designed to embed projects within campus | completion of projects.   |
| 2000            | 94                                      | 100                    | structures. Expect the rate of   | Frequency: Annually.  |
| 2001            | 100                                     | 95                     | institutionalization to be in the 90-100% range, but not 100% each year.                 | Collection Period: 2003 - 2004  Data Available: January 2004  |
| 2002            | 96                                      | 95                     | But not 100 % cush your.   | Validated By: No Formal   |
| 2003            |   | 95                     |  | Verification. Similar Data from Site Visit Score  |
| 2004            |   | 95                     |  | Card. Assessment of project drawr   |
| 2005            |   | 96                     |  | from on-site visitation and evaluation  |
| 2006            |   | 96                     |  | of projects).   |
| 2007            |   | 97                     |  | Limitations: Data supplied as a result of the assessment of project final reports submitted by project directors.  Improvements: Planning modification of assessment to work with planned on-line assessment for 2003. External evaluation of the Comprehensive Program is curren underway. |

# Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) - 2004

CFDA Numbers: 84.334 - Gaining Early Awareness and Readiness for Undergraduate Programs

84.334A - GEAR-UP Partnership Grants 84.334S - GEAR-UP State Grants

## Goal 8: To significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Objective 8.1 of 3: Increase the academic performance and preparation for postsecondary education of participating students.

Indicator 8.1.1 of 1: Completion of academically challenging curricula: Percentage of GEAR UP students who passed prealgebra by the end of the 7th grade and Algebra 1 by the end of the 9th grade.

| Algebia i by til | e end of the 5th grade.                                    |            |            |   |   |
|------------------|--|------------|------------|---|---|
|                  | Targets and Performa                                       | ance Data  |            | Assessment of Progress  | Sources and Data Quality  |
|                  | GEAR UP students who passed percentage of GEAR UP students |            |            | Explanation: Historical performance data through 2002 show the percentages of GEAR  | Additional Source Information: Annual program performance reports and program evaluation study. |
| Year             | Actual Performance   | Performand | ce Targets | UP students who passed prealgebra by the  | ciady.  |
|                  | Prealgebra   | Prealgebra | Algebra 1  | end of the 7th grade. Target data beginning in  | Frequency: Annually.  |
| 2001             | 18   |            |            | 2003 continue to reflect the percentage of GEAR UP students who pass prealgebra by  | Collection Period: 2002 - 2003  Data Available: December 2003                                   |
| 2002             | 18   |            |            | the end of the 7th grade, and the Algebra 1   | Validated By: No Formal   |
| 2003             |  | 19         | 19         | standard will now be measured via GEAR UP student passage rates by the end of the 9th   | Verification. GEAR UP staff review performance  |
| 2004             |  | 20         | 20         | grade. Data will continue to be collected on  | report data for quality, clarity, and   |
| 2007             |  | 35         | 70         | successful completion of core academic  | consistency; and to assess extent to  |
|                  |  |            |            | subjects and other college preparatory courses. Note that standards to enter and complete above grade level math courses (such as prealgebra and Algebra I for 7th graders) are becoming more rigorous. This practice may limit the percentage of students in many schools served by GEAR UP who are entering and completing such courses. Also Note that data for Year 2001 were obtained from the GEAR UP Annual Performance Report covering April 2000 - March 2001. Data for Year 2002 were obtained from the GEAR UP Annual Performance Report covering April 2001 - March 2002. | which project objectives are being accomplished.  |

Objective 8.2 of 3: Increase the rate of high school graduation and participation in postsecondary education of participating students.

Indicator 8.2.1 of 1: Attendance and promotion: Program participants will have high rates of attendance in school and be promoted to the next grade level on time

| time.       |  |                        |   |  |
|-------------|--|------------------------|---|--|
|             | Targets and Performance Data   |                        | Assessment of Progress  | Sources and Data Quality   |
|             | s of participating 7th graders with fewer than five unexcuse<br>quarters of the academic year. | d absences in          | <b>Explanation:</b> Data reflect the percentages of                                       | Additional Source Information: Annual program performance reports and program evaluation |
| Year        | Actual Performance   | Performance<br>Targets | participating 7th graders with fewer than 5 unexcused absences in the first 2 quarters of | study.   |
|             | Attendance   | Attendance             | the academic year and those promoted to the   | Frequency: Annually.   |
| 2001        | 83   |                        | next grade level. Data will continue to be collected on school attendance and grade level | Collection Period: 2002 - 2003  Data Available: December 2003                            |
| 2002        | 88   |                        | promotions, and in future years on high school  | Validated By: No Formal  |
| 2003        |  | 89                     | completion and postsecondary education enrollment. Note that standards for promotion      | Verification. GEAR UP staff review performance   |
| 2004        |  | 90                     | have become more rigorous in many school  | report data for quality, clarity, and  |
| 2007        |  | 92                     | districts and states that have GEAR UP programs.  | consistency; and to assess extent to which project objectives are being                  |
| 5           |  | . ,                    | programs.   | accomplished.  |
| Percentages | s of participating 7th graders promoted to the next grade le                                   | 1                      |   |  |
| Year        | Actual Performance   | Performance<br>Targets |   |  |
|             | Promotion  | Promotion              |   |  |
| 2001        | 98   |                        |   |  |
| 2002        | 97   |                        |   |  |
| 2003        |  | 97                     |   |  |
| 2004        |  | 97                     |   |  |
| 2007        |  | 98                     |   |  |

Objective 8.3 of 3: Increase educational expectation for participating students and students and family knowledge and postsecondary education options, preparation, and financing.

Indicator 8.3.1 of 1: Knowledge of postsecondary education: Program participants and their families reporting having knowledge of available financial aid and necessary academic preparation for college.

| necessar              | y acad | lemic preparation                          | for college.      |                   |                        |  |  |
|-----------------------|--------|--|-------------------|-------------------|------------------------|--|--|
|                       |        | Targets                                    | and Performand    | e Data            |                        | Assessment of Progress   | Sources and Data Quality   |
| Percenta<br>financial |        | arents of program                          | participants that | have knowledge o  | f available            | <b>Explanation:</b> Data reflect the percentages of  | Additional Source Information: Annual program performance reports and program evaluation |
| Year                  |        | Actu                                       | al Performance    |                   | Performance<br>Targets | GEAR UP students and their parents who have talked to school counselors, advisors, or          |  |
|                       |        | F  | Parents: Aid      |                   | Parents: Aid           | someone else about academic preparation for  | Frequency: Annually.   |
| 2001                  |        |  | 24                |                   |                        | college and college entrance requirements; as well as the percentages of GEAR UP students'     | Collection Period: 2002 - 2003  Data Available: December 2003                            |
| 2002                  |        |  | 31                |                   |                        | parents who have talked to school counselors,  | Validated By: No Formal  |
| 2003                  |        |  |                   |                   | 32                     | advisors, or someone else about availability of financial assistance. Data will continue to be | Verification. GEAR UP staff review performance   |
| 2004                  |        |  |                   |                   | 33                     | collected on students and parents' knowledge   | report data for quality, clarity, and  |
| 2007                  |        |  |                   |                   | 45                     | of postsecondary education entrance requirements, costs of attendance, and                     | consistency; and to assess extent to which project objectives are being                  |
|                       |        | rogram participants<br>emic preparation fo |                   | es that have know | ledge of               | financial aid opportunities.   | accomplished.  |
| Yea                   | ır     | Actual Per                                 | formance          | Performand        | ce Targets             |  |  |
|                       |        | Students: Prep                             | Parents: Prep     | Students: Prep    | Parents: Prep          |  |  |
| 200                   | 1      | 50   | 31                |                   |                        |  |  |
| 200                   | 2      | 53   | 39                |                   |                        |  |  |
| 200                   | 3      |  |                   | 54                | 40                     |  |  |
| 200                   | 4      |  |                   | 56                | 42                     |  |  |
| 200                   | 7      |  |                   | 75                | 50                     |  |  |

# Graduate Assistance in Areas of National Need (GAANN) and Javits Fellowships - 2004

**CFDA Numbers:** <u>84.170</u> - Javits Fellowships

84.200 - Graduate Assistance in Areas of National Need

#### Goal 8: To increase the number of persons trained at the highest academic level

Objective 8.1 of 2: To increase the number of students of superior academic ability completing the terminal degree in designated areas of national need in order to alleviate that need.

Indicator 8.1.1 of 2: Years of Support for Academic Study Provided to GAANN Fellows: The average number of years of additional support, beyond the 2 years of mandated institutional match to the 3-year grant period, provided to GAANN fellows by grantee programs.

| mandated instit                          | utional match to the 3-year grant   | t period, provided to GAANN fello | ows by grantee programs.  |  |
|--|-------------------------------------|-----------------------------------|---|--|
|  | Targets and Performand              | ce Data                           | Assessment of Progress  | Sources and Data Quality   |
| Average number grantee program Year 2004 | of additional years of support bein |                                   | Assessment of Progress  Explanation: This is a new indicator for the program and requests grantees to go above and beyond the commitment currently required in the program regulations. As such the program office will need to publish the intent of this indicator for public comment and has not yet had an opportunity to implement the | Source: Performance Report Grantee Performance Report: 1840-0748 GAANN Final Performance Report.  Frequency: Annually. Collection Period: - 2004 Data Available: December 2006 Validated By: No Formal Verification.  Limitations: Grantees are currently not required to submit performance reports beyond the 3-year grant period. Therefore, there is no method of  |
|  |                                     |                                   | indicator. The baseline will be established in FY 2004. The competitive points will be offered beginning with the FY 2005 applications and the results will be available in December 2006.  | formally validating that additional years of support are provided. This means that the only way to collect consistent data is in the application stage. Because GAANN grantees will usually apply year-after-year and therefore have an incentive to live up to their commitments, we believe that until regulatory changes can be put into place, years promised in an application is a reliable proxy for years of support actually provided.  Improvements: The program office will seek to include in the program regulations a requirement that grantees must submit status updates for all years in which student support is attributable to the GAANN grant. This includes the 3-year grant period, 2-year required match, and any additional years committed to by the grantee in its application. |

Indicator 8.1.2 of 2: Enrollment of Underrepresented Populations: The percentage of GAANN fellows from traditionally underrepresented backgrounds compared to the national average of individuals from traditionally underrepresented backgrounds enrolled in programs leading to the terminal degree in the designated areas of national need.

| urous or munorit                      |  |  |   |   |
|---------------------------------------|--|--|---|---|
|                                       | Targets and Performan  | ce Data  | Assessment of<br>Progress   | Sources and Data Quality  |
| underrepresente<br>traditionally unde | etween the percent of GAANN felled<br>backgrounds and the national averrepresented backgrounds enrolle<br>in the designated areas of nationa | verage of individuals from ed in programs leading to the | Explanation: This is a new indicator for the program and the first  | Source 1: Performance Report Grantee Performance Report: 1840-0748 GAANN Fina Performance Report. Source 2: NCES Survey/Assessment  |
| Year                                  | Actual Performance   | Performance Targets                                      | data will be available in   | Survey/Assessment: Integrated Postsecondary Education   |
| 2003                                  |  | 999  | December 2003.  Baseline will be  | Data System.  |
|                                       |  |  | established in 2003.<br>2004 data will be<br>baseline data<br>established in 2003 +<br>1%. The long-term goal<br>for this measure is the<br>2003 baseline + 5%. | Frequency: Annually. Collection Period: 2003 - 2004 Data Available: December 2004 Validated By: No Formal Verification.  Limitations: The performance of the GAANN program is limited in that the authorizing legislation recommends, bu does not mandate, that grantees seek individuals from traditionally underrepresented groups when awarding fellowships. However, in responding to the selection criteria, grantees must address plans to include students from underrepresented groups. |

Objective 8.2 of 2: To enable students of superior ability in the arts, humanities, and social sciences to complete their terminal degree.

| Indicator 8.2.1 | of 1: Graduate school completi     | on: The percentage of Javits f | ellows who complete a termina                             | degree within 7 years.   |
|-----------------|------------------------------------|--------------------------------|---|--|
|                 | Targets and Performan              | ce Data                        | Assessment of Progress                                    | Sources and Data Quality   |
| Rates of doctor | ate attainment by Javits fellows 7 | years from enrollment          | Explanation: The Survey of                                | Additional Source Information: Program performance   |
| Year            | Actual Performance                 | Performance Targets            | Earned Doctorates collects only information on            | reports, 2002; Survey of Earned Doctorates, 1999.  |
| 1998            | 30                                 |                                | attainment of a doctorate                                 | Frequency: Annually.   |
| 1999            | 26                                 |                                | degree. Some Javits fellows pursue programs in fields for | Collection Period: 2002 Data Available: May 2003   |
| 2003            |                                    | 29                             | which the terminal degree is                              | Validated By: No Formal Verification.  |
| 2004            |                                    | 30                             | below the doctorate level;<br>their attainment is not     | Limitations: The new Annual Performance Report will  |
|                 |                                    |                                | accounted for.  | require grantees to report completion data on their fellows (thus obtaining completion information on both doctoral programs and those programs where the Master of Fine Arts is the terminal degree). |

### International Education and Foreign Language Studies Program - 2004

CFDA Numbers: 84.015A - National Resource Centers Program

84.015B - Foreign Language and Area Studies Program

84.017 - International Research and Studies 84.229 - Language Resource Centers

## Goal 8: To meet the nation's security and economic needs through the development of a national capacity in foreign languages, and area and international studies.

Objective 8.1 of 2: Maintain a US Higher Education system able to produce experts in less commonly taught languages and area studies who are capable of contributing to the needs of US Government, academic and business institutions.

Indicator 8.1.1 of 2: Language Enrollments: Title VI supported institutions provide the majority of the instruction in foreign languages, especially the less commonly taught languages.

|      | ,   |                        |  |  |
|------|---|------------------------|--|--|
|      | Targets and Performance Data  | l                      | Assessment of Progress   | Sources and Data Quality   |
|      | ntage of total national undergraduate la<br>ments that are at NRC/FLAS funded ins |                        | Explanation: While Title VI-                                       | Source: Non-NCES Survey/Research Collecting Agency: Survey/Research Report Title: MLA Study of Foreign Language Enrollments.   |
| Year | Actual Performance  | Performance<br>Targets | supported institutions account for less than 3                     | References: Modern Language Association (MLA) and Associations of Departments of Foreign Languages "Study of Foreign Language Enrollments."                                    |
|      | %   | %                      | percent of all higher  | This study has been funded since 1958 through the Title VI: International  |
| 1995 | 21  |                        | education institutions, most recent data show that they            | Research and Studies program  Web Site: http://www.mla.org/adfl/projects/index.htm.  |
| 2000 | 21  | 20                     | enroll 56 percent of the   | Additional Source Information: Modern Language Association (MLA)   |
| 2002 |   | 20                     | graduate enrolled students   | conducts language enrollment survey once every three to five years. This study   |
| 2003 |   | 22                     | and 21 percent of the undergraduate enrollment in                  | has been funded since 1958 through the International Research and Studies program under Title VI.  |
| 2004 |   | 22                     | less commonly taught   | Francisco Other  |
|      |   |                        | languages. If you count only the "least" commonly taught           | Frequency: Other. Collection Period: 2002 - 2003   |
|      | ntage of total national graduate languaç<br>re at NRC/FLAS funded institutions.   | ge enrollments         | languages, they account for 64 percent of the graduate             | Data Available: October 2003   |
| Year | Actual Performance  | Performance<br>Targets | enrolled students and 40 percent of the undergraduate enrollments. | Validated By: On-Site Monitoring By ED.  NRC and FLAS performance reports through the EELIAS system will be checked against the data from the MLA study. The MLA data has been |
|      | %   | %                      | enioninents.   | collected long before the Department's standards for evaluating program  |
| 1995 | 55  |                        |  | performance data were developed. Now that data can be validated by university  |
| 1999 | 56  | 55                     |  | enrollment figures reported in annual NRC performance reports this will provide tangible secondary validation.   |
| 2000 | 56  | 55                     |  |  |
| 2002 |   | 55                     |  | <b>Limitations:</b> MLA studies are conducted once every 3 to 4 years, and therefore data for the out years must be extrapolated from annual performance reports.              |

| 2003 | 56 |
|------|----|
| 2004 | 58 |

expertise.

**Improvements:** The MLA summary datasets will be integrated into the EELIAS system to provide a performance baseline for years when MLA study is not conducted.

Indicator 8.1.2 of 2: Graduate Employment: National Resource Center programs who report that their graduates found employment that utilizes their language and/or area expertise.

Percentage of Ph.D. graduates of NRC institutions with positions where they use their

| Year | Actual Performance | Performance<br>Targets |
|------|--------------------|------------------------|
|      | %                  | %                      |
| 1996 | 76                 |                        |
| 2000 | 80                 | 76                     |
| 2001 | 71                 | 76                     |
| 2002 |                    | 76                     |
| 2003 |                    | 76                     |
| 2004 |                    | 78                     |

Targets and Performance Data

Percent of M.A. graduates of NRC institutions with positions where they use their expertise.

| Year | Actual Performance | Performance<br>Targets |
|------|--------------------|------------------------|
|      | %                  | %                      |
| 1996 | 44                 |                        |
| 2000 | 54                 | 44                     |
| 2001 | 52                 | 44                     |
| 2002 |                    | 44                     |
| 2003 |                    | 44                     |
| 2004 |                    | 78                     |

Assessment of Progress

Source: Non-NCES Survey/Research

Survey/Research Report Title:

Sources and Data Quality

EELIAS.

**References:** National Resource Center Annual and Final Reports from the EELIAS performance reporting system..

Web Site:

http://www.eeliasonline.net/.

Frequency: Annually.
Collection Period: 2002
Data Available: November 2003

Validated By: No Formal

Verification.

Limitations: NRCs have difficulty tracking program graduates. Currently, most graduate tracking is the responsibility of a universities alumni association. NRCs will work toward collaborating better with these associations to get better data on graduate placements.

Improvements: Collection of the data via the EELIAS reporting system has improved the ability of Program staff to conduct analyses of performance data. Once three years of data are available in the EELIAS system, long term projections and performance targets will be easier to measure.

Explanation: NRC Ph.D. graduates become the experts that ensure national capacity in language and area studies is maintained. Data shows that the Ph.D. graduates primarily select fields where their expertise linguistic and area is best utilized. Ph.D. graduates who enter into K-12 education, foreign government, state/local government or who are unemployed or whose status is unknown are not counted toward using their expertise. M.A. graduates entering the professions help to fulfill the needs of companies, organizations and government with their area and international expertise. Many M.A. recipients continue their graduate study thus becoming the future experts. The data from the EELIAS performance reporting system showed that of the 1.782 Ph.D. graduates for 2001 no employment data was available for 343 of these graduates. IEGPS will work with grantees to develop strategies for better tracking program graduates. M.A. placement data is consistent with projected targets. M.A. continuing education data is consistent with projected targets.

| Percentage | e of M.A. graduates continuing their graduate studies | and pursuing Ph.D.s.   |
|------------|---|------------------------|
| Year       | Actual Performance                                    | Performance<br>Targets |
|            | %   | %                      |
| 1996       | 24  |                        |
| 2000       | 26  | 24                     |
| 2001       | 34  | 24                     |
| 2002       |   | 24                     |
| 2003       |   | 32                     |
| 2004       |   | 34                     |

Objective 8.2 of 2: To establish an Institute for International Public Policy (IIPP) to conduct a program to significantly increase the numbers of underrepresented minorities in the international service.

| Indicator | 8.2.1 of 1: Graduate Placement: The number of IIPP progr     | ram graduates          | who are employed in the international service   | ).   |
|-----------|--|------------------------|---|--|
|           | Targets and Performance Data                                 |                        | Assessment of Progress  | Sources and Data Quality   |
| Number    | of IIPP program graduates employed in international service. |                        |   | Additional Source Information:   |
| Year      | Actual Performance   | Performance<br>Targets | <b>Explanation:</b> The IIPP comprehensive program of study is a 5-year program with six  | Previously, graduate data was collected through paper-based annual performance reports. Beginning in |
|           | Graduates  | Graduates              | components. It currently consists of the  | 2002, data will be collected through   |
| 2000      | 10   | 5                      | following: (1) sophomore summer policy institute; (2) junior year abroad; (3) junior year | the EELIAS performance reporting system. This data will provide more                                 |
| 2001      | 13   | 7                      | summer policy institute; (4) post-senior-year   | information on the status of IIPP  |
| 2002      |  | 9                      | intensive language instruction; (5) post-<br>baccalaureate internships at international   | program graduates and alumni.  |
| 2003      |  | 13                     | affairs agencies and organizations; and (6)   | Frequency: Annually.   |
| 2004      |  | 15                     | Master's degree in international relations. Fellows from the first cohort completed the   | Collection Period: 2002  Data Available: April 2003  |
|           |  |                        | comprehensive program in June 2000.   | Validated By: No Formal Verification.  |

| The number of fellows graduated should        |
|---|
| become more consistent as the program         |
| matures. As the IIPP program graduates        |
| students more consistently, a greater pool of |
| students with international competency        |
| becomes available for government and          |
| international organizations to draw upon. The |
| goal of the program is to develop a positive  |
| reputation for IIPP graduates, such that they |
| become a sought after commodity for           |
| internationally focused organizations.        |

Limitations: The data on program graduates is being provided by the grantee, with little opportunity for the Department to double-check the data. As the number of fellows employed in international service increases, tracking all of these individuals will become more difficult.

Improvements: EELIAS system will provide greater tools for the electronic analysis of report data. This will prove useful for conducting longitudinal studies on the IIPP program graduates.

### **Teacher Quality Enhancement Grants - 2004**

**CFDA Number:** 84.336 - Teacher Quality Enhancement Grants

## Goal 8: To improve the quality of teacher education and initial certification standards, and to improve the knowledge and skills of all teachers, particularly new teachers and teachers who work in high-need areas.

Objective 8.1 of 1: Improve the skills and knowledge of new teachers by funding the development or state policies that strengthen initial licensing standards and the development of state or local policies/programs that reduce the number of uncertified teachers.

Indicator 8.1.1 of 1: Teacher certification/licensure: Percentage of teachers participating in the Partnership Program who meet their state's initial licensure or certification requirements.

| certification require                            | ments.                 |                               |   |  |  |
|--|------------------------|-------------------------------|---|--|--|
|  | Targets and Performand | ce Data                       | Assessment of Progress  | Sources and Data Quality   |  |
| Percentage of new te<br>state's certification re |                        | rship Programs who meet their |   | Additional Source Information:<br>Secretary's Report on the Quality of   |  |
| Year   | Actual Performance     | Performance Targets           | Explanation: FY 2003 data will determine the baseline for the percentage of teachers  | Teacher Preparation (Sec. 207).  |  |
| 2003   |                        | 999                           | meeting the standard. (The code for setting a baseline is 999.) The program will set a target of the baseline + 1% for FY 2004. | Frequency: Annually. Collection Period: 2002 - 2003 Data Available: April 2004 Validated By: No Formal Verification.  Limitations: Secretary's Report will contain self-reported data from states.  Improvements: Definitions of data elements are being refined to assure consistency with definitions contained in the No Child Left Behind legislation. |  |

## **Howard University - 2004**

#### Goal 8: To assist Howard University with financial resources needed to carry out its educational mission.

Objective 8.1 of 3: Maintain and strengthen academic programs and achievement by (1) recruiting better students, (2) improving student retention, (3) improving graduation rates, and (4) promoting excellence in teaching.

| of 4: Be                     | etter stu                                 | dents:   | The average  | e SAT  | scores   | of inco  | ming freshm  | en will increase by 1 percent per year.   |
|------------------------------|---|--|--|--|--|--|--|---|
| Targets and Performance Data |   |  |  |  |  |  | Assessment of Progress Sources and Data Quality    |   |
| core                         |   |  |  |  |  |  |  | Additional Source Information   |
|                              | Actual F                                  | Perforn  | nance  | 1  | Perform  | ance T   | argets   | Howard University   |
| Math                         | Verbal                                    | Total  | % Change   | Math   | Verbal   | Total  | % Change   | Frequency: Annually.  |
| 494                          | 513                                       | 1,007  |  |  |  |  |  | Collection Period: 2003  Data Available: 2003   |
| 506                          | 519                                       | 1,025  | 1.80   |  |  |  |  | Validated By: No Formal   |
| 517                          | 533                                       | 1,050  | 2.40   |  |  | 1,035  | l l  | Verification.   |
| 525                          | 537                                       | 1,062  | 1.10   |  |  | 1,055  | 2  |   |
| 516                          | 530                                       | 1,046  | -1.50  |  |  | 1,060  | .50  |   |
| 534                          | 545                                       | 1,079  | 3.20   |  |  | 1,065  | .50  |   |
|                              |   |  |  |  |  | 1,080  | 1.40   |   |
|                              |   |  |  |  |  | 1,082  | .20  |   |
|                              | core   Math   494   506   517   525   516 | Targ  core  Actual I  Math Verbal  494 513  506 519  517 533  525 537  516 530 | Targets and core    Actual Perform     Math   Verbal   Total     494   513   1,007     506   519   1,025     517   533   1,050     525   537   1,062     516   530   1,046 | Targets and Performance    Math   Verbal   Total   % Change     494   513   1,007     506   519   1,025   1.80     517   533   1,050   2.40     525   537   1,062   1.10     516   530   1,046   -1.50 | Targets and Performance Data  core    Actual Performance   II   Math   Verbal   Total   % Change   Math     494   513   1,007       506   519   1,025   1.80     517   533   1,050   2.40     525   537   1,062   1.10     516   530   1,046   -1.50 | Targets and Performance Data    Actual Performance | Targets and Performance Data    Actual Performance | Coore           Actual Performance         Performance Targets           Math         Verbal         Total         % Change         Math         Verbal         Total         % Change           494         513         1,007         Image: Constant of the color of |

Indicator 8.1.2 of 4: Student retention: Decrease attrition for undergraduate FTIC (first time in college) students by 2 percent until national average is bettered.

|                 | Targets a       | nd Performance | Data           |       | Assessment of Progress | Sources and Data Quality                                  |
|-----------------|-----------------|----------------|----------------|-------|------------------------|---|
| Attrition rates |                 |                |                |       | <u> </u>               | Additional Source Information: The Consortium for Student |
| Year            | Actual Perfo    | rmance         | Performance Ta | rgets |                        | Retention and Data Exchange.                              |
|                 | % National Rate | % HU Rate      | %              |       |                        | Howard University.  |
| 1997            | 26.70           | 19.60          |                |       |                        | Frequency: Annually.                                      |
| 1998            | 26.40           | 17.60          |                |       |                        | Collection Period: 2003                                   |
| 1999            | 25              | 16             |                |       |                        | Data Available: 2003 Validated By: No Formal              |
| 2000            | 20              | 15.10          | 15             |       |                        | Verification.   |
| 2001            | 20.20           | 12.90          | 14             |       |                        |   |
| 2002            | 21              | 14.90          | 13             |       |                        |   |
| 2003            |                 |                | 13             |       |                        |   |
| 2004            |                 |                | 13             |       |                        |   |

Indicator 8.1.3 of 4: Graduation rates: The undergraduate and graduate graduation rates will increase by 2 percent per year until the national average is reached or exceeded.

|                   | Targets and     | d Performance | Data             |     | Assessment of Progress | Sources and Data Quality  |
|-------------------|-----------------|---------------|------------------|-----|------------------------|---|
| 6-year graduation | on rate         |               |                  |     |                        | Additional Source Information:                                      |
| Year              | Actual Perforn  | nance         | Performance Targ | ets |                        | Howard University   |
|                   | Consortium Rate | HU Rate       |                  |     |                        | Frequency: Annually.  |
| 1997              |                 | 49            |                  |     |                        | Collection Period: 2003  Data Available: 2003                       |
| 1998              | Ì               | 40.90         |                  |     |                        | Validated By: No Formal Verification.                               |
| 1999              | 54.20           | 46.10         | 43               |     |                        | Verification.   |
| 2000              | 54.10           | 48.70         | 48               |     |                        | Limitations: The reported 6-year national rate comes from the       |
| 2001              | 54.90           | 51.30         | 50               |     |                        | Consortium for Student Retention                                    |
| 2002              | 54              | 48.80         | 52               |     |                        | Data Exchange at the University of Oklahoma. Howard University is a |
| 2003              |                 |               | 52               |     |                        | member of the institution.  |
| 2004              |                 |               | 55               |     |                        |   |
| _                 | •               |               |                  |     |                        |   |

| Indicator 8.1. | 4 of 4: Exce | llence in  | teaching and s            | cholarshi | p: The number of facu  | Ity in activities of the Fund for Academic Exce   | llence will increase.                               |
|----------------|--------------|------------|---------------------------|-----------|------------------------|---|---|
|                |              | Targets a  | and Performance           | e Data    |                        | Assessment of Progress  | Sources and Data Quality                            |
| Number of pro  | 1            | tual Perfo | ormance                   | Peri      | formance Targets       | <b>Explanation:</b> The principal goals for the Fund  | Additional Source Information:<br>Howard University |
|                | Submitted    | Funded     | Number of<br>Participants | Funded    | Number of Participants | for Academic Excellence include: 1) serving as a catalyst for increasing extramural research; | Frequency: Annually. Collection Period: 2003        |
| 1998           | 258          | 153        | 189                       |           |                        | 2) improving the quality of teaching and learning; and 3) encouraging new and junior          | Data Available: 2003 Validated By: No Formal        |
| 1999           | 218          | 152        | 200                       |           |                        | faculty to participate in seeking institutional   | Verification.                                       |
| 2000           | 149          | 128        | 173                       | 125       | 210                    | focused research.   |   |
| 2001           | 154          | 130        | 160                       | 140       | 200                    |   |   |
| 2002           | 258          | 163        | 292                       | 150       | 225                    |   |   |
| 2003           |              |            |                           | 160       | 240                    |   |   |
| 2004           |              |            |                           | 160       | 240                    |   |   |

Objective 8.2 of 3: To promote excellence in research.

| Indicator 8.2.1 o | f 2: Grants received: The number | er of grant proposals that are fu | nded will increase.                               |   |
|-------------------|----------------------------------|-----------------------------------|---|---|
|                   | Targets and Performand           | ce Data                           | Assessment of Progress                            | Sources and Data Quality                      |
| Number of grant   | proposals                        |                                   |   | Additional Source Information:                |
| Year              | Actual Performance               | Performance Targets               | <b>Explanation:</b> Targets for 2004 remain to be | Howard University.                            |
| 1997              | 232                              |                                   | determined.                                       | Frequency: Annually.                          |
| 1998              | 279                              |                                   |   | Collection Period: 2003  Data Available: 2003 |
| 1999              | 299                              |                                   |   | Validated By: No Formal                       |
| 2000              | 252                              | 301                               |   | Verification.                                 |
| 2001              | 261                              | 260                               |   |   |
| 2002              | 250                              | 270                               |   |   |
| 2003              |                                  | 275                               |   |   |

| Indicator 8.2.2 | of 2: Grant funding: Th                     | e total fund | ds received through re      | esearch gra            | ants will increase.                          |  |
|-----------------|---|--------------|-----------------------------|------------------------|--|--|
|                 | Targets and                                 | Performance  | e Data                      | Assessment of Progress | Sources and Data Quality                     |  |
| Funds received  | through research grants                     | ;            |                             |                        | Additional Source Information:               |  |
| Year            | Year Actual Performance Performance Targets |              |                             |                        | Explanation: Targets for 2004 remain to be   | Howard University.                           |
|                 | Value of Grants<br>Received                 | %<br>Change  | Value of Grants<br>Received |                        | Frequency: Annually. Collection Period: 2003 |  |
| 1997            | 45,268,427                                  |              |                             |                        |  | Data Available: 2003 Validated By: No Formal |
| 1998            | 44,057,827                                  | 2.70         |                             |                        |  | Verification.                                |
| 1999            | 47,533,841                                  | 7.90         |                             |                        |  |  |
| 2000            | 50,294,706                                  | 5.80         | 48,009,180                  | 20                     |  |  |
| 2001            | 53,416,128                                  |              | 51,700,000                  |                        |  |  |
| 2002            | 63,000,000                                  |              | 53,800,000                  |                        |  |  |
| 2003            |   |              | 65,000,000                  |                        |  |  |

#### Objective 8.3 of 3: INCREASE HOWARD UNIVERSITY'S FINANCIAL STRENGTH AND INDEPENDENCE FROM FEDERAL APPROPRIATIONS.

| Indicator 8.3.1 c | of 4: Endowment: The value of th | e endowment each year will inc | rease.  |  |
|-------------------|----------------------------------|--------------------------------|---|--|
|                   | Targets and Performand           | ce Data                        | Assessment of Progress                              | Sources and Data Quality                               |
| Market value of   | endowment (in millions)          |                                | 1   | Additional Source Information:                         |
| Year              | Actual Performance               | Performance Targets            | <b>Explanation:</b> This indicator is not a measure | Howard University & the Chronicle of Higher Education. |
| 1997              | 211.20                           |                                | for 2003 or 2004.                                   | For any Americally                                     |
| 1998              | 252.90                           |                                |   | Frequency: Annually. Collection Period: 2003           |
| 1999              | 297                              |                                |   | Data Available: 2003                                   |
| 2000              | 329.30                           | 320                            |   | Validated By: No Formal Verification.                  |
| 2001              | 340.90                           | 346                            |   | Audited Financial Statements.                          |
| 2002              | 323.70                           |                                |   |  |
|                   |                                  |                                |   |  |

|                      | Targets and Performan           | ce Data                             | Assessment of Progress                  | Sources and Data Quality                        |
|----------------------|---------------------------------|-------------------------------------|---|---|
| lumni contribut      | ion (in millions)               |                                     |   | Additional Source Information                   |
| Year                 | Actual Performance              | Performance Targets                 |   | Howard University.                              |
| 1997                 | 11.80                           |                                     |   | Frequency: Annually.                            |
| 1998                 | 8.40                            |                                     |   | Collection Period: 2003  Data Available: 2003   |
| 1999                 | 9.20                            |                                     |   | Validated By: No Formal                         |
| 2000                 | 13.90                           | 11                                  |   | Verification. Audited Financial Statements.     |
| 2001                 | 18.40                           | 14.50                               |   | Addited I maneral otatements.                   |
| 2002                 | 18.30                           | 18                                  |   |   |
| 2003                 |                                 | 20                                  |   |   |
| 2004                 |                                 | 35                                  |   |   |
| ndicator 8.3.3 o     | of 4: Outside support—alumni: T | he participation rate of alumni who | contribute to the school will increase. |   |
|                      | Targets and Performan           | ce Data                             | Assessment of Progress                  | Sources and Data Quality                        |
| Participation rate   | <del></del>                     |                                     |   | Additional Source Information                   |
| Year                 | Actual Performance              | Performance Targets                 |   | Howard University.  Frequency: Annually.        |
|                      |                                 |                                     |   |   |
| 1998                 | 11.40                           |                                     |   | Collection Period: 2003                         |
| 1998<br>1999         | 11.40<br>9.40                   |                                     |   | Data Available: 2003                            |
|                      |                                 | 25                                  |   |   |
| 1999                 | 9.40                            | 25<br>30                            |   | Data Available: 2003<br>Validated By: No Formal |
| 1999<br>2000         | 9.40<br>12.20                   |                                     |   | Data Available: 2003<br>Validated By: No Formal |
| 1999<br>2000<br>2001 | 9.40<br>12.20<br>15             | 30                                  |   | Data Available: 2003<br>Validated By: No Formal |

Indicator 8.3.4 of 4: Cost savings at the Howard University Hospital: The difference between the hospital's net revenue (excluding federal appropriations) and total expenses will decrease.

|               | Targets and Performand | ce Data             | Assessment of Progress | Sources and Data Qual                           |
|---------------|------------------------|---------------------|------------------------|---|
| Net Revenue   |                        |                     |                        | Additional Source Informat<br>Howard University |
| Year          | Actual Performance     | Performance Targets |                        | Tioward Offiversity                             |
| 1997          | 170,084,807            |                     |                        | Frequency: Annually.                            |
| 1998          | 183,789,977            |                     |                        | Collection Period: 2003  Data Available: 2003   |
| 1999          | 204,360,845            |                     |                        | Validated By: No Formal                         |
| 2000          | 213,879,600            | 184,510,111         |                        | Verification.                                   |
| 2001          | 216,598,823            | 193,735,617         |                        |   |
| 2002          | 225,252,566            | 203,422,397         |                        |   |
| 2003          |                        | 226,394,000         |                        |   |
| 2004          |                        | 234,522,000         |                        |   |
|               |                        |                     |                        |   |
| Total Expense |                        |                     |                        |   |
| Year          | Actual Performance     | Performance Targets |                        |   |
| 1997          | 209,761,348            |                     |                        |   |
| 1998          | 211,689,178            |                     |                        |   |
| 1999          | 234,841,266            |                     |                        |   |
| 2000          | 246,819,944            | 225,813,215         |                        |   |
| 2001          | 242,028,727            | 237,103,876         |                        |   |
| 2002          | 252,072,279            | 248,959,070         |                        |   |
| 2003          |                        | 234,286,000         |                        |   |
| 2004          |                        | 233,695,000         |                        |   |

### IDEA Part C -- Infants and Toddlers With Disabilities - 2004

CFDA Number: 84.181 - Special Education\_Grants for Infants and Families with Disabilities

## Goal 8: To assist states in providing a comprehensive system of early intervention services for infants and toddlers with disabilities and their families to enhance child and family outcomes.

Objective 8.1 of 2: All infants and toddlers with disabilities and their families will receive early intervention services in natural environments that meet their individual needs.

Indicator 8.1.1 of 2: Infants and toddlers served: The number of States that serve more than 2 percent of the general population of infants and toddlers birth through age 2, and more than 1 percent of infants under age 1.

| through age 2, and more than 1 percent of mants under age 1.   |                    |                     |  |  |
|--|--------------------|---------------------|--|--|
| Targets and Performance Data   |                    |                     | Assessment of Progress   | Sources and Data Quality   |
| The number of States that serve more than 2 percent of the general population of infants and toddlers birth through age 2, and more than 1 percent of infants under age 1. |                    |                     | Explanation: This indicator is intended to   | Additional Source Information:<br>IDEA State-reported data and<br>Bureau of Census data. |
| Year   | Actual Performance | Performance Targets | measure progress of states that increase services to children across the age range of Part C eligibility as opposed to only the lower or upper age ranges. | Frequency: Annually.   |
| 1998   | 8                  |                     |  | Collection Period: 2002 - 2003 Data Available: December 2003                             |
| 1999   | 9                  |                     |  |  |
| 2000   | 9                  |                     |  |  |
| 2001   | 14                 |                     |  |  |
| 2002   | 18                 |                     |  |  |
| 2003   |                    | 20                  |  |  |
| 2004   |                    | 21                  |  |  |
| 2005   |                    | 23                  |  |  |
| 2006   |                    | 24                  |  |  |
| 2007   |                    | 26                  |  |  |

Indicator 8.1.2 of 2: Service settings: The percentage of children receiving age-appropriate services primarily in home, in community-based settings, and in programs designed for typically developing peers.

|      | Targets and Performan   | ce Data             | Assessment of Progress | Sources and Data Quality                                |
|------|---|---------------------|------------------------|---|
|      | of children receiving age-appropried settings, and in programs design |                     |                        | Additional Source Information: IDEA State-reported data |
| Year | Actual Performance  | Performance Targets |                        | Frequency: Annually.                                    |
| 1996 | 56  |                     |                        | Collection Period: 2001 - 2002                          |
| 1997 | 58  |                     |                        | Data Available: September 2003                          |
| 1998 | 63  |                     |                        |   |
| 1999 | 67  |                     |                        |   |
| 2000 | 73  | 67                  |                        |   |
| 2001 | 76  | 69                  |                        |   |
| 2002 |   | 71                  |                        |   |
| 2003 |   | 78                  |                        |   |
| 2004 |   | 79                  |                        |   |
| 2005 |   | 80                  |                        |   |
| 2006 |   | 81                  |                        |   |
| 2007 |   | 82                  |                        |   |

Objective 8.2 of 2: The functional development of infants is enhanced by early intervention services.

Indicator 8.2.1 of 2: Functional abilities: The percentage of children participating in the IDEA Part C program who demonstrate improved and sustained functional

| abilities. |  |                     |   |   |
|------------|--|---------------------|---|---|
|            | Targets and Performand   | ce Data             | Assessment of Progress  | Sources and Data Quality  |
|            | of children participating in the IDEA<br>proved and sustained functional abi |                     | Explanation: Targets and performance data are not yet   | Additional Source<br>Information: IDEA  |
| Year       | Actual Performance   | Performance Targets | Explanation: Targets and performance data are not yet available for this indicator. However, we are retaining   | Longitudinal Study (NEILS)  |
| 2005       |  | 999                 | this measure because of our emphasis on child outcome data and the continuing need to focus attention on efforts to develop appropriate measures for this indicator.  Baseline will be set based upon data from the National Early Intervention Longitudinal Study, expected in 2005. | Frequency: Biennially. Collection Period: 2003 - 2004 Data Available: July 2005 |

Indicator 8.2.2 of 2: Family capacity: The percentage of families that report that early intervention services have increased their capacity to enhance their child's development.

|      | Targets and Performand  | ce Data                           | Assessment of Progress | Sources and Data Qua                                    |
|------|---|-----------------------------------|------------------------|---|
|      | of families that report that early int<br>enhance their child's development | ervention services have increased |                        | Source: Non-NCES<br>Survey/Research                     |
| Year | Actual Performance  | Performance Targets               |                        | Survey/Research Report T<br>National Early Intervention |
| 1998 | 72  |                                   |                        | Longitudinal Study                                      |
| 2001 | 73  |                                   |                        | Frequency: Other.                                       |
| 2002 |   | 80                                |                        |   |
| 2003 |   | 80                                |                        | Data Available: 2002 Validated By: Federal Statis       |
| 2004 |   | 80                                |                        | Agencies.   |
| 2005 |   | 80                                |                        |   |
| 2006 |   | 80                                |                        |   |
| 2007 |   | 80                                |                        |   |

#### **IDEA Part B -- Grants to States and Preschool Grants Program - 2004**

CFDA Numbers: 84.173 - Special Education\_Preschool Grants

84.181 - Special Education Grants for Infants and Families with Disabilities

# Goal 8: To assist State and local educational agencies in providing children with disabilities access to high quality education to help them meet challenging standards and prepare them for employment and independent living.

Objective 8.1 of 4: All preschool children with disabilities receive services that prepare them to enter school ready to learn

Indicator 8.1.1 of 1: Inclusive settings (preschool): The percentage of preschool children with disabilities who are receiving special education and related services in inclusive settings (e.g., regular kindergarten, public preschool programs, Head Start, or child care facilities).

|                 | Targets and Performand                  | ce Data                        | Assessment of Progress                    | Sources and Data Quality   |  |  |
|-----------------|---|--------------------------------|---|--|--|--|
| Percentage of p | oreschool children with disabilities re | eceiving services in inclusive | Evalenation, Data for actual performance  | Additional Source Information: Includes children in early childhood settings and home settings from 50 States, DC, Puerto Rico, American |  |  |
| Year            | Actual Performance                      | Performance Targets            | were rounded to the nearest whole number. |  |  |  |
| 1999            | 41                                      |                                |   | Samoa, Guam, Virgin Islands,   |  |  |
| 2000            | 40                                      |                                |   | Northern Marianas, and BIA (57 entities).  |  |  |
| 2001            | 39                                      |                                |   | <b>'</b>   |  |  |
| 2002            |   | 39                             |   | Frequency: Annually. Collection Period: 2002 - 2003  |  |  |
| 2003            |   | 40                             |   | Data Available: September 2003   |  |  |
| 2004            |   | 40                             |   | Validated By: Federal Statistical  |  |  |
|                 |   |                                |   | Agencies.  New State data collections typically take up to five years to achieve reliability.  |  |  |

Objective 8.2 of 4: All children with disabilities have access to the general curriculum and assessments, with appropriate accommodations, supports, and services, consistent with high standards.

Indicator 8.2.1 of 2: Regular education settings (school age): The percentage of children with disabilities ages 6 to 21 who are reported by states as being served in the regular education classroom at least 80 percent of the day.

| in the regular | education classroom at least 80 per  | cent of the day. |                    |   |  |  |  |
|----------------|--|------------------|--------------------|---|--|--|--|
|                | Targets and Performance  | Data             |                    | Assessment of Progress  | Sources and Data Quality   |  |  |
|                | ge of school age children with disabilitie.<br>regular education classroom at least 80 |                  | s being            | Explanation: The percentage of children   | Additional Source Information: State-reported data required under                                |  |  |
| Year           | Actual Performance   |                  | formance<br>argets | served in regular education classrooms at least 80 percent of the day decreased from 47.3 | IDEA. Numerator: Number served at least 80 percent of day in regular classroom. Denominator: All |  |  |
|                | % of children  | % o              | of children        | percent in 2000 to 46.5 percent in 2001.  | settings. 50 States, DC, Puerto  |  |  |
| 1997           | 46   |                  |                    |   | Rico, Guam, American Samoa,<br>Virgin Islands, Northern Marianas,                                |  |  |
| 1998           | 46   |                  |                    |   | and BIA (57 entities).   |  |  |
| 1999           | 47   |                  | 48                 |   | Frequency: Annually.   |  |  |
| 2000           | 47   |                  |                    |   | Collection Period: 2002 - 2003   |  |  |
| 2001           | 47   |                  | 49                 |   | Data Available: September 2003   |  |  |
| 2002           |  |                  | 49                 |   | Validated By: Federal Statistical Agencies.  |  |  |
| 2003           |  |                  | 48                 |   |  |  |  |
| 2004           |  |                  | 48                 |   |  |  |  |
| Percentage of  | f students excluded from NAEP - 4th Gr   | rade             |                    |   |  |  |  |
| Year           | Actual Performance   | Performance Tar  | gets               |   |  |  |  |
|                | - No Data -  |                  |                    |   |  |  |  |
| Percentage of  | f students excluded from NAEP-8th Gra  | nde              |                    |   |  |  |  |
| Year           | Actual Performance   | Performance Targ | gets               |   |  |  |  |
|                | - No Data -  |                  |                    |   |  |  |  |
| Percentage of  | f students excluded from NAEP-12th Gr  | rade             |                    |   |  |  |  |
| Year           | Actual Performance   | Performance Targ | gets               |   |  |  |  |
|                | - No Data -  |                  |                    |   |  |  |  |
| Year           |  | Performance Tar  | gets               |   |  |  |  |

|           |          | Targets ar                                  | nd Performanc    | e Data                |                        | Assessment of Progress  | Sources and Data Quality  |  |  |
|-----------|----------|---|------------------|-----------------------|------------------------|---|---|--|--|
|           |          | of 4th grade students<br>els on the NAEP    | with disabilitie | es scoring at or abo  | ve the basic           | Explanation: For Math and Science the   | Additional Source Information: Analysis of data from National Assessment of Educational                                 |  |  |
| Year      |          | Actual I                                    | Performance      |                       | Performance<br>Targets | percentage excluded from NAEP includes public and private school students. For        | Progress (NAEP).  |  |  |
|           |          | R   | eading           |                       | Reading                | Reading the percentage includes only public   | Frequency: Other.   |  |  |
| 2002      | <u> </u> |   |                  |                       | 33                     | school students. The percentage reported for 8th grade Math who met or exceeded basic | Collection Period: 2001  Data Available: January 2002   |  |  |
| 2003      |          |   |                  |                       | 35                     | levels has been corrected to 26.8 percent   | Validated By: No Formal   |  |  |
| 2005      |          |   |                  |                       | 37                     | based on an error in reporting last year's data.                                      | Verification.   |  |  |
| 2007      |          |   |                  |                       | 47                     |   | Analysis of data from National Assessment of Educational  |  |  |
| 2003      |          |   | Math             |                       | Math 28                |   | not meet basic standards are base<br>on very small sample sizes, and,<br>therefore, have a low level of<br>reliability. |  |  |
| 2005      |          |   |                  |                       | 42                     |   |   |  |  |
| The perce |          | of 12th grade student<br>els on the NAEP Re |                  | ties scoring at or ab |                        |   |   |  |  |
| Yea       | ır       | Actual Perfor                               | mance            | Performance           | Targets                |   |   |  |  |
|           |          | Reading                                     | Math             | Reading               | Math                   |   |   |  |  |
| 200       | 2        |   |                  | 39                    |                        |   |   |  |  |
| 200       | 3        |   |                  |                       | 30                     |   |   |  |  |
| 200       | 5        |   |                  | 43                    | 34                     |   |   |  |  |
|           | 2007 53  |   |                  |                       | 44                     |   |   |  |  |

Objective 8.3 of 4: Secondary school students with disabilities receive the support they need to complete high school prepared for postsecondary education or employment.

Indicator 8.3.1 of 1: Graduation: The percentage of children with disabilities exiting school with a regular high school diploma, and the percentage who drop out. Targets and Performance Data Assessment of Progress Sources and Data Quality **Additional Source Information:** The percentage of children with disabilities that drop out or exit school with a regular State-reported data required under high school diploma Explanation: Targets for 2002-2004 reflect a IDEA for 50 States, DC, Puerto Year **Actual Performance Performance Targets** decrease from prior years due to the increased Rico, American Samoa, Guam, use of high-stakes testing among states. This Virgin Islands, Northern Marianas, Graduation Graduation Drop out Drop out factor may produce a drop in desired results at BIA (57 entities). 1996 52.60 34.10 first, before instruction catches up to 32.70 standards. Frequency: Other. 1997 53.50 Collection Period: 2001 - 2002 31 1998 55.40 Data Available: September 2003 1999 57.40 28.90 56 31 Validated By: Federal Statistical Agencies. 2000 56.20 29.40 57 30 2001 57 29.40 59 27 **Limitations:** Supplemental descriptive information will be 2002 60 26 provided by the National 2003 57 29 Longitudinal Study II. The 57 Department is taking steps to 2004 29 reduce the amount of time for collecting and reporting data.

### Objective 8.4 of 4: States are addressing their needs for professional development consistent with their comprehensive system of personnel development (CSPD).

Indicator 8.4.1 of 1: Qualified personnel: The number of states and outlying areas where a high percentage of special education teachers are fully certified in the area in which they are teaching.

|      | illey are teaching.                        |                                    |                                       |  |   |  |  |
|------|--|------------------------------------|---------------------------------------|--|---|--|--|
|      | Targets                                    | and Performand                     | ce Data                               |  | Assessment of Progress  | Sources and Data Quality   |  |
|      | tes with at least 90 per teach             |                                    | l education teache                    | ers fully certified                          | <b>Explanation:</b> There is a clustering of states   | Additional Source Information:<br>State reported data required under IDEA.         |  |
| Year | ear Actual Performance Performance Targets |                                    | ce Targets                            | around the 90 percent goal in the indicator, | 132, "  |  |  |
|      | No. of States<br>Serving Ages 3-<br>5      | No. States<br>Serving Ages<br>6-21 | No. of States<br>Serving Ages 3-<br>5 | No. States<br>Serving Ages<br>6-21           | which may result in unpredictable changes<br>from year to year. However, evidence of a<br>positive trend is expected to be evident over a | Frequency: Annually. Collection Period: 2001 - 2002 Data Available: September 2002 |  |
| 1996 | 34   | 35                                 |                                       |  | 5- to 7- year period. The Department is examining the possible effects of the fully   | Validated By: Federal Statistical Agencies.  |  |
| 1997 | 35   | 36                                 |                                       |  | qualified personnel provisions in the No Child  |  |  |
| 1998 | 37   | 37                                 |                                       |  | Left Behind Act on targets for this indicator. Once alignment and NCLB and IDEA is  |  |  |
| 1999 | 34   | 36                                 | 40                                    | 41   | determined, this indicator may be revised.  |  |  |
| 2000 | 36   | 36                                 | 41                                    | 42   | Actual data have been revised to eliminate the  |  |  |
| 2001 | 35   | 37                                 | 40                                    | 42   | effect of rounding percentages upward to the nearest whole number.  |  |  |
| 2002 |  |                                    | 40                                    | 42   |   |  |  |
| 2003 |  |                                    | 36                                    | 37   |   |  |  |
| 2004 |  |                                    | 36                                    | 37   |   |  |  |

#### **IDEA Part D -- National Activities - 2004**

CFDA Numbers: 84.323 - Special Education State Program Improvement Grants for Children with Disabilities

84.324 - Special Education Research and Innovation to Improve Services and Results for Children with Disabilities

84.325 - Special Education Personnel Preparation to Improve Services and Results for Children with Disabilities

84.325A - IDEA Part D National Activities

84.326 - Special Education Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities

84.326R - IDEA Part D Assistance and Dissemination

84.327 - Special Education Technology and Media Services for Individuals with Disabilities

84.328 - Special Education\_Parent Information Centers 84.328M - IDEA Part D Parent Information Centers

# Goal 8: To link scientifically based practices to states, school systems and families to improve results for infants, toddlers and children with disabilities

#### Objective 8.1 of 3: Programs respond to critical needs of children with disabilities and their families

Indicator 8.1.1 of 1: Responsive to critical needs: The percentage of program funding priorities that respond to critical needs of children with disabilities and their families.

|      | esearch |           | rmanc | e l                      | e percentage of program funding priorities that respond to critical needs of children with disabilities and bir families.  Year Actual Performance Performance Targets |            |                        |                          |            |  |  |  |  |  |
|------|---------|-----------|-------|--------------------------|--|------------|------------------------|--------------------------|------------|--|--|--|--|--|
|      | esearch |           |       | -                        | Performance Targets  |            |                        |                          | funding pr |  |  |  |  |  |
| Inno |         | echnology |       | Personnel<br>Preparation | Research<br>&<br>Innovation  | Technology | Media<br>(from<br>T&M) | Personnel<br>Preparation |            | Frequency: Annually.  Data Available: September 2003 |  |  |  |  |
| 2001 | 82      | 79        | 82    | 85                       |  |            |                        |                          |            |  |  |  |  |  |
| 2002 |         |           |       |                          | 75   | 75         | 75                     | 75                       |            |  |  |  |  |  |
| 2003 |         |           |       |                          | 75   | 75         | 75                     | 75                       |            |  |  |  |  |  |
| 2004 |         |           |       |                          | 75   | 75         | 75                     | 75                       |            |  |  |  |  |  |
| 2005 |         |           |       |                          | 75   | 75         | 75                     | 75                       |            |  |  |  |  |  |
| 2006 |         |           |       |                          | 75   | 75         | 75                     | 75                       |            |  |  |  |  |  |
| 2007 |         |           |       |                          | 75   | 75         | 75                     | 75                       |            |  |  |  |  |  |

The percentage of program funding priorities that respond to critical needs of children with disabilities and their families.

| Year | Actu                    | ual Performa | nce | Performance Targets     |                    |                      |  |
|------|-------------------------|--------------|-----|-------------------------|--------------------|----------------------|--|
|      | Technical<br>Assistance |              |     | Technical<br>Assistance | Parent Information | State<br>Improvement |  |
| 2001 | 75                      | 90           | 80  |                         |                    |                      |  |
| 2002 |                         |              |     | 75                      | 75                 | 75                   |  |
| 2003 |                         |              |     | 75                      | 75                 | 75                   |  |
| 2004 |                         |              |     | 75                      | 75                 | 75                   |  |
| 2005 |                         |              |     | 75                      | 75                 | 75                   |  |
| 2006 |                         |              |     | 75                      | 75                 | 75                   |  |
| 2007 |                         |              |     | 75                      | 75                 | 75                   |  |

#### Objective 8.2 of 3: Projects use high-quality methods and materials

Indicator 8.2.1 of 1: Highest standards for methods and materials: The percentage of IDEA-funded projects use exceptionally rigorous quantitative or qualitative research and evaluation methods or current research-validated practices and materials, as appropriate.

| researe | cn and ev                 | aluation metho              | ods or cur                | rent resear           | ch-validate               | ed practices an                      | d materials               | s, as appropi         | riate.  |   |
|---------|---------------------------|-----------------------------|---------------------------|-----------------------|---------------------------|--------------------------------------|---------------------------|-----------------------|---|---|
|         |                           |                             | Targe                     | ts and Perfo          | rmance Da                 | nta                                  |                           |                       | Assessment of Progress  | Sources and Data Quality  |
| researd |                           | aluation method             | s or currer               |                       |                           | orous quantitati<br>actices and mat  | erials, as a              |                       | Explanation: All successful   | Additional Source Information: Project information.   |
| Year    |                           | Actual Perfo                |                           |                       |                           | Performano                           |                           |                       | applications under IDEA programs  |   |
| F       | Research<br>(from<br>R&I) | Demonstration<br>(from R&I) | Outreach<br>(from<br>R&I) | Technology<br>& Media | Research<br>(from<br>R&I) | Demonstration<br>(from R&I)          | Outreach<br>(from<br>R&I) | Technology<br>& Media | include high quality methods and materials, as judged by panels during the review process. This indicator applies a more rigorous   | Frequency: Annually. Collection Period: 2002 Data Available: September 2003 Validated By: No Formal Verification. |
| 1998    | 60                        | 12                          | 20                        |                       |                           |                                      |                           |                       | standard to assess projects that  |   |
| 1999    | 50                        | 70                          | 20                        | 50                    | 65                        | 20                                   | 25                        |                       | have exceptionally high standards based on a standard measurement protocol. It takes at least three years   |   |
| 2000    | 77                        | 13                          | 11                        | 50                    |                           |                                      |                           |                       |   |   |
| 2001    | 69                        | 67                          | 50                        | 16                    |                           |                                      |                           |                       | to achieve stability in review and  |   |
| 2002    |                           |                             |                           |                       | 75                        | 70                                   | 55                        | 25                    | assessment process. Fluctuations in data are expected for several years while the data collection methodology is refined. The improvement in Demonstration and Outreach activities from 2000 to |   |
| 2003    |                           |                             |                           |                       | 75                        | 75                                   | 60                        | 35                    |   |   |
| 2004    |                           |                             |                           |                       | 75                        | 75                                   | 65                        | 45                    |   |   |
| 2005    |                           |                             |                           |                       | 75                        | 75                                   | 70                        | 55                    |   |   |
| 2006    |                           |                             |                           |                       | 75                        | 75                                   | 75                        | 65                    | 2001 resulted after significant   |   |
| 2007    |                           |                             |                           |                       | 75                        | 75                                   | 75                        | 75                    | changes were made in the application requirements for these   |   |
|         |                           |                             |                           |                       |                           | norous quantitati<br>actices and mat |                           |                       | activities. Increased emphasis was placed on project evaluation, and limits on the length of applications   |   |
|         | Year                      | A                           | ctual Per                 | formance              |                           | Perform                              | ance Targ                 | ets                   | were increased.   |   |
|         |                           | Personne<br>Preparation     |                           | I                     |                           |                                      | Technical<br>Assistance   | State Improvem.       |   |   |
|         | 2001                      | 27                          |                           | 33                    | 66                        |                                      |                           |                       |   |   |
|         | 2002                      |                             |                           |                       |                           | 35                                   | 35                        | 70                    |   |   |
|         | 2003                      |                             | $\overline{}$             |                       |                           | 45                                   | 45                        | 75                    |   |   |
|         | 2004                      |                             |                           |                       |                           | 55                                   | 55                        | 75                    |   |   |
|         | 2005                      |                             |                           |                       |                           | 65                                   | 65                        | 75                    |   |   |
|         | 2006                      |                             |                           |                       |                           | 75                                   | 75                        | 75                    |   |   |
|         |                           |                             |                           |                       |                           |                                      |                           |                       |   |   |

Objective 8.3 of 3: Projects Communicate appropriately and products are used for children with disabilities and their families.

Indicator 8.3.1 of 2: Practitioners use results: Expert panels determine that practitioners, including policy-makers, administrators, teachers, parents, or others as appropriate, use products and practices developed through IDEA programs to improve results for children with disabilities.

|                 |   | Targets an  | d Performano             | e Data                |                |                          | Assessment of Progress  | Sources and Data<br>Quality  |
|-----------------|---|---|--------------------------|-----------------------|----------------|--------------------------|---|--|
| ndministrators, | e of expert pand<br>teachers, pare<br>ugh IDEA prog | nts, or others  | as appropria             | te, use produ         | cts and practi |                          | <b>Explanation:</b> Fluctuations in data are expected for several years while the data collection | Additional Source Information: Project information.  |
| Year            | Acti  | Actual Performance Performance Targets methodology is refined. To improve the quality |                          |                       |                |                          |   | Frequency: Annually.   |
|                 | Research & Innovation                               |   | Personnel<br>Preparation | Research & Innovation | Technology     | Personnel<br>Preparation | of the evaluations the size of the review panel representing the variety of stakeholders in       | Collection Period: 2002 Data Available: September 2003 Validated By: No Formal Verification. |
| 1998            |   | 78  |                          |                       |                |                          | special education was increased from 5 persons in 2000 to 80 in 2001. This                        |  |
| 1999            |   |   |                          |                       | 89             |                          | improvement has resulted in a much more   |  |
| 2000            | 53  | 47  | 55                       |                       |                |                          | robust and accurate measure of this indicator.  |  |
| 2001            | 58  | 62  | 55                       |                       |                |                          |   |  |
| 2002            | İ   |   |                          | 65                    | 65             | 65                       |   |  |
| 2003            | İ   |   |                          | 75                    | 75             | 75                       |   |  |
| 2004            | İ   |   |                          | 75                    | 75             | 70                       |   |  |
| 2005            |   |   |                          | 75                    | 75             | 75                       |   |  |
| 2006            |   |   |                          | 75                    | 75             | 75                       |   |  |
| 2007            |   |   |                          | 75                    | 75             | 75                       |   |  |
| 2007            |   |   |                          | 75                    | 75             | 75                       |   |  |
|                 |   |   |                          |                       |                |                          |   |  |
|                 |   |   |                          |                       |                |                          |   |  |

The percentage of expert panels that determine that practitioners, including policy-makers, administrators, teachers, parents, or others as appropriate, use products and practices developed through IDEA programs to improve results for children with disabilities.

| Year | Act                     | ual Perform        | ance                 | Perf                    | formance Ta        | argets               |
|------|-------------------------|--------------------|----------------------|-------------------------|--------------------|----------------------|
|      | Technical<br>Assistance | Parent Information | State<br>Improvement | Technical<br>Assistance | Parent Information | State<br>Improvement |
| 1998 | 67                      |                    |                      |                         |                    |                      |
| 1999 |                         |                    |                      | 78                      |                    |                      |
| 2000 | 59                      |                    |                      |                         |                    |                      |
| 2001 | 69                      | 75                 | 60                   |                         |                    |                      |
| 2002 |                         |                    |                      | 75                      | 75                 | 65                   |
| 2003 |                         |                    |                      | 75                      | 75                 | 75                   |
| 2005 |                         |                    |                      | 75                      | 75                 | 75                   |
| 2006 |                         |                    |                      | 75                      | 75                 | 75                   |
| 2007 |                         |                    |                      | 75                      | 75                 | 75                   |

#### Indicator 8.3.2 of 2: Communication with target audiences

Targets and Performance Data

Assessment of Progress

Sources and Data Quality

The percentage of IDEA-funded projects that both (1) communicate high-quality products and information and (2) employ strategies to communicate with appropriate target audiences will increase.

| Year | Ac                     | tual Performan           | ce                     | Performance Targets    |                          |                        |  |
|------|------------------------|--------------------------|------------------------|------------------------|--------------------------|------------------------|--|
|      | Research<br>(from R&I) | Demonstration (from R&I) | Outreach<br>(from R&I) | Research<br>(from R&I) | Demonstration (from R&I) | Outreach<br>(from R&I) |  |
| 2000 | 60                     | 40                       | 100                    |                        |                          |                        |  |
| 2001 | 91                     | 57                       | 80                     |                        |                          |                        |  |
| 2002 |                        |                          |                        | 75                     | 60                       | 75                     |  |
| 2003 |                        |                          |                        | 75                     | 65                       | 75                     |  |
| 2004 |                        |                          |                        | 75                     | 70                       | 75                     |  |
| 2005 |                        |                          |                        | 75                     | 75                       | 75                     |  |
| 2006 |                        |                          |                        | 75                     | 75                       | 75                     |  |
| 2007 |                        |                          |                        | 75                     | 75                       | 75                     |  |

The percentage of IDEA-funded projects that both (1) communicate high-quality products and information and (2) employ strategies to communicate with appropriate target audiences will increase.

| Year | Act        | tual Performan           | ce                      | Performance Targets |                          |                         |
|------|------------|--------------------------|-------------------------|---------------------|--------------------------|-------------------------|
|      | Technology | Personnel<br>Preparation | Technical<br>Assistance | Technology          | Personnel<br>Preparation | Technical<br>Assistance |
| 2000 | 40         |                          | 100                     |                     |                          |                         |
| 2001 | 80         |                          | 71                      |                     |                          |                         |
| 2002 |            |                          |                         | 75                  |                          | 75                      |
| 2003 |            |                          |                         | 75                  |                          | 75                      |
| 2004 |            |                          |                         | 75                  |                          | 75                      |
| 2005 |            |                          |                         | 75                  |                          | 75                      |
| 2006 |            |                          |                         | 75                  |                          | 75                      |
| 2007 |            |                          |                         | 75                  |                          | 75                      |

**Explanation:** Experts review a sample of products submitted by project directors of a sample of funded projects that have ended. Raters use a scale of 0 to 2, with an overall mean rating of 1.5 considered appropriate communication with target audience.

Additional Source Information: Project information from products developed by grantees.

Frequency: Annually.
Collection Period: 2002
Data Available: September

2003

No formal verification. Project information is reviewed by a panel consisting of independent, third party reviewers who are experts in the program content and trained in the review procedures. The panel results are analyzed by experts in evaluation research.

### McKinney-Vento Homeless Education Assistance Program - 2004

**CFDA Number:** 84.196 - Education for Homeless Children and Youth

# Goal 8: To ensure access of homeless children and youth to the same free, appropriate public education as is provided to other children and youth.

Objective 8.1 of 1: Homeless children and youth will have greater access to a free and appropriate public education.

| Indicator 8.1.1 o                | f 3: Public schools: Percentage                     | of homeless children and youth     | that remain in their school of origin.   |   |  |
|----------------------------------|---|------------------------------------|--|---|--|
|                                  | Targets and Performanc                              | e Data                             | Assessment of Progress   | Sources and Data Quality  |  |
| Percentage of ho reported by LEA | omeless children and youth that ren<br>subgrantees. | main in their school of origin, as | Explanation: This indicator is a new indicator   | Additional Source Information: Data will be collected through a State performance report which  |  |
| Year                             | Actual Performance                                  | Performance Targets                | for FY 2003 and represents a new statutory   | includes information from LEA   |  |
| 2003                             |   | 999                                | requirement. "Students remaining in their  | subgrantees about homeless  |  |
|                                  |   |                                    | school of origin" is an outcome indicator that demonstrates equal access and continuity of educational services. FY2002-2003 data will | students in their districts aided by McKinney-Vento.  |  |
|                                  |   |                                    | serve as baseline data for this indicator. (The  | Frequency: Annually.  |  |
|                                  |   |                                    | code for setting a baseline is 999.) The performance targets for outyears are set at a   | Collection Period: 2002 - 2003  Data Available: November 2003   |  |
|                                  |   |                                    | 5% increase to the baseline. The validity of   | Validated By: No Formal Verification.   |  |
|                                  |   |                                    | outyear targets will be re-examined following the determination of the baseline.   | Vernication.  |  |
|                                  |   |                                    |  | Limitations: Data from state  |  |
|                                  |   |                                    |  | assessments will be disaggregated at the LEA level and reported for   |  |
|                                  |   |                                    |  | schools that receive McKinney-<br>Vento subgrants.  |  |
|                                  |   |                                    |  | Improvements: Data collected for 2003 will provide a baseline. After 2003, the Department will collect data annually and set targets based on the baseline. |  |
|                                  |   |                                    |  |   |  |

| Indicator 8.1.2 of 3: State assessment participation: Percentage of homeless students that participate annually in the state assessments in reading and |
|---|
| mathematics.  |

|          | Targets and Performand  | e Data  | Assessment of Progress  | Sources and Data Quality  |  |  |  |
|----------|---|---|---|---|--|--|--|
|          | omeless children and youth include<br>hematics as reported by LEA subgi |   | Fundamentary This indicator is a recy indicator   | Additional Source Information:<br>LEAs that are recipients of grant |  |  |  |
| Year     | Actual Performance  | Performance Targets   | <b>Explanation:</b> This indicator is a new indicator for FY 2003 and represents a new statutory  | funds will report on the percentage of homeless students who        |  |  |  |
| 2003 999 |   | 999   | requirement. Homeless students are required under NCLB to be included in statewide assessments. Fy 2002-2003 data will serve as   | participate in the state assessment in reading and mathematics.     |  |  |  |
|          |   | baseline data for this indicator. (The code for setting a baseline is 999.) The performance targets for outyears are set at a 5% increase to the baseline. The validity of outyear targets will be re-examined following the determination of the baseline. | Frequency: Annually. Collection Period: 2002 - 2003 Data Available: January 2004 Data collected by state assessments are validated by the individual state's data quality standards procedures. |   |  |  |  |

### Indicator 8.1.3 of 3: State assessment achievement: Percentage of homeless students meeting or exceeding state's proficiency level or standard in reading and mathematics.

|                  | Targets and Performanc            | e Data                             | Assessment of Progress   | Sources and Data Quality   |
|------------------|-----------------------------------|------------------------------------|--|--|
| Percentage of he | omeless students meeting or excee | eding state proficiency standards. | Additional Source Information  |  |
| Year             | Actual Performance                | Performance Targets                | Explanation: This indicator reflects a new   | LEAs that are recipients of grant funds will report on the percentage  |
| 2003             |                                   | 999                                | statutory requirement. Homeless students are required under NCLB to be included in statewide assessments. FY 2002-2003 assessment data will serve as baseline data for this indicator. The performance targets for outyears are set at a 5% increase to the baseline. The validity of outyear targets will be re-examined following the determination of the baseline. | of homeless students who meet or exceed proficiency standards on state assessments.  Frequency: Annually. Collection Period: 2002 - 2003 Data Available: January 2004  Limitations: Data from state assessments will be disaggregated at the LEA level by schools that receive McKinney-Vento subgrants. Student achievement in the schools that receive grant funds will be reported as baseline in 2003 with targets set for succeeding years. |
|                  |                                   |                                    |  |  |

### **Demonstration and Training Programs - 2004**

CFDA Number: 84.235 - Rehabilitation Services Demonstration and Training Special Demonstration Programs

#### Goal 8: To expand, improve or further the purposes of activities authorized under the Act

Objective 8.1 of 2: Expand and improve the provision of rehabilitation services that lead to employment outcomes.

Indicator 8.1.1 of 2: Expansion: A high percentage of projects will be judged to have successfully implemented strategies or yielded results that can contribute to the expansion of services for or the employment of individuals with disabilities.

| ине сираннения |   |                     |   |  |  |
|----------------|---|---------------------|---|--|--|
|                | Targets and Performand  | ce Data             | Assessment of Progress  | Sources and Data Quality   |  |
|                | rojects will be judged to have contr<br>employment of individuals with disa |                     | <b>Explanation:</b> Analysis by RSA staff of data                                     | Additional Source Information: Web-based Annual Performance  |  |
| Year           | Actual Performance  | Performance Targets | received in the Annual Performance Reports  | Reports.   |  |
| 1999           | 95.60   |                     | submitted by grantees will be used to   | Frequency: Annually.   |  |
| 2000           | 100   |                     | determine progress. Data analyzed by RSA staff based on information received from the | Collection Period: 2003  Data Available: December 2003   |  |
| 2001           |   | 80                  | web-based Unified Data Collection Forms   | Validated By: No Formal  |  |
| 2002           |   | 82                  | Annual Performance Report was used to establish a baseline.                           | Verification.  Data will be supplied by grantees   |  |
| 2003           |   | 85                  | Cotabilor a baseline.   | through uniform reporting. No formal   |  |
| 2004           |   | 90                  |   | verification procedure applied.  |  |
|                |   |                     |   | Limitations: The web-based system has been transferred from a contractor to the Department. A number of errors have shown up in this process, which are in the process of being corrected. |  |

Indicator 8.1.2 of 2: Impact: The percentage of projects reporting an impact on rehabilitation service providers including state VR agencies, community rehabilitation service providers, and other providers of rehabilitation services.

| Terrapilitation Se | ervice providers, and other provi                   | ders of remadification services. |  |  |
|--------------------|---|----------------------------------|--|--|
|                    | Targets and Performan                               | ce Data                          | Assessment of Progress   | Sources and Data Quality   |
| Percentage of G    | rantees that Interacted and Preser                  | nted to State VR Agencies        |  | Additional Source Information:   |
| Year               | Actual Performance                                  | Performance Targets              | Explanation: Baseline data based on  | Web-based Annual Performance Report.   |
| 2000               | 83  |                                  | information obtained in the FY 2000 reporting  | Formula Argustic   |
| 2001               |   | 85                               | year when 83% of the grantees interacted with and made presentations to their State VR | Frequency: Annually. Collection Period: 2003   |
| 2002               |   | 85                               | Agencies, with 56% of the consumers referred   | Data Available: November 2003  |
| 2003               |   | 87                               | by VR and 8% of the consumers referred by the Demonstration projects to VR.            | Validated By: No Formal Verification.  |
| 2004               |   | 89                               | and Bomonoutation projects to VIII   | Data will be supplied by grantees  |
|                    |   |                                  | ¬  | through uniform reporting. No formative verification procedure applied.                                |
|                    | onsumers Referred by State VR to                    | <del>, ,</del>                   |  | Limitations: Grantees may have difficulty in reporting on their impact to an external agency. Numerous |
| Year               | Actual Performance                                  | Performance Targets              |  |  |
| 2000               | 56  |                                  |  |  |
| 2001               |   | 58                               |  | external factors may change the  |
| 2002               |   | 58                               |  | provision or methods of rehabilitation services, and grantee   |
| 2003               |   | 60                               |  | may not be able to pinpoint their  |
| 2004               |   | 62                               |  | impact in the process. Increased contact/interaction with State VR                                     |
| Davageta es af C   | anarrana Dafawaad ku Duais ata ta                   | Ctata V/D                        | _  | and other rehabilitation service   |
| Year               | onsumers Referred by Projects to Actual Performance | Performance Targets              | -  | agencies should increase the impact.   |
|                    |   | Feriorinance rargets             | _  | Impact.  |
| 2000               | 8   |                                  | _  |  |
| 2001               |   | 10                               |  |  |
| 2002               |   | 10                               |  |  |
| 2003               |   | 10                               |  |  |
| 2004               |   | 10                               |  |  |

### Objective 8.2 of 2: Disseminate information about successful new types or patterns of services or devices for individuals with disabilities and report the impact of the projects.

Indicator 8.2.1 of 1: Dissemination: Funded projects that disseminate information to state VR agencies and other funded projects and disability-related organizations and the number of presentations.

| organiza | tions and the number of presentations.  |                                |   |  |
|----------|---|--------------------------------|---|--|
|          | Targets and Performance Data  |                                | Assessment of Progress  | Sources and Data Quality   |
|          | orojects that disseminate information to state VR agencies and and disability-related organizations and the number of present | Explanation: Data from EV 2000 | Additional Source Information: Web-based Annual Performance Report.   |  |
| Year     | Actual Performance  | Performance<br>Targets         | <b>Explanation:</b> Data from FY 2000 was used to establish a baseline. FY 2000 was the first year of using | Frequency: Annually. Collection Period: 2003   |
|          | Grantee Presentations   | Grantee<br>Presentations       | the web-based reporting system to establish baseline figures.   | <b>Data Available:</b> December 2003 <b>Validated By:</b> No Formal Verification.  Data will be supplied by grantees through   |
| 2000     | 83  |                                |   | uniform reporting. No formal verification  |
| 2001     | 83  | 85                             |   | procedure applied.   |
| 2002     |   | 85                             |   | Limitations: Goals, objectives and activities are  |
| 2003     |   | 87                             |   | diverse among grantees, and can range from   |
| 2004     |   | 89                             |   | direct consumer services, systems change, technical assistance, etc. This makes comparison of data difficult, since no one data element can be used as a measure of performance. |
|          |   |                                |   | Improvements: Data will be reported in categories that use the format of the web-based system to give a more complete picture of the accomplishments of the program.             |

### **Independent Living Services Program - 2004**

CFDA Numbers: 84.132 - Centers for Independent Living

84.169 - Independent Living\_State Grants 84.177B - Services for Older Blind Individuals

Goal 8: Individuals with significant disabilities served by Title VII, Chapter 1, programs will achieve consumer determined independent living goals, and Independent Living Services will be provided and activities will be conducted to improve or expand services to older individuals who are blind.

Objective 8.1 of 4: Increase the number of individuals with significant disabilities who are served by and benefit from the Title VII, Chapter 1, programs.

| Indicator 8.1.1 of 1: Number of goals set and achieved by consumers: The number of consumer goals set and achieved in all service areas measured. |                                    |                        |                        |  |  |  |  |
|---|------------------------------------|------------------------|------------------------|--|--|--|--|
|   | Targets and Performan              | ce Data                | Assessment of Progress | Sources and Data Quality                     |  |  |  |
| Number of cons  | umer goals set and achieved in all | service areas measured |                        | Additional Source Information:               |  |  |  |
| Year Actual Performance Performance Targets   |                                    | Performance Targets    |                        | RSA - 704 Annual Performance Report          |  |  |  |
| 1997  | 62.30                              |                        |                        |  |  |  |  |
| 1998  | 65                                 |                        |                        | Frequency: Annually. Collection Period: 2002 |  |  |  |
| 1999  | 67                                 | 62.50                  |                        | Data Available: December 2003                |  |  |  |
| 2000  | 63                                 | 63                     |                        |  |  |  |  |
| 2001  | 64                                 | 63                     |                        |  |  |  |  |
| 2002  |                                    | 75                     |                        |  |  |  |  |
| 2003  |                                    | 80                     |                        |  |  |  |  |
| 2004  |                                    | 80                     |                        |  |  |  |  |

Objective 8.2 of 4: Improve access to personal assistance services (PAS), housing, transportation, and community-based living

| Indicator 8.2.1 o | of 2: Individuals who leave nursir  | ng homes and other institutions | for community-based housing              |  |
|-------------------|---|---------------------------------|--|--|
|                   | Targets and Performand  |                                 | Assessment of Progress                   | Sources and Data Quality   |
| The number of in  | ndividuals who leave nursing home   | s and other institutions for    |  | Additional Source Information: RSA 704 Report, 2002.                                 |
| Year              | Actual Performance  | Performance Targets             |  | Frequency: Annually.   |
| 1997              | 74  |                                 |  | Collection Period: 2001  |
| 1998              | 1,671   |                                 |  | Data Available: May 2003 Validated By: On-Site Monitoring By ED.                     |
| 2000              | 1,372   | 850                             |  |  |
| 2001              | 1,777   | 900                             |  | <b>Limitations:</b> Grantees may interpret definitions differently. We are providing |
| 2002              |   | 900                             |  | training and technical assistance.   |
| Indicator 8.2.2   |   |                                 | and other institutions who are receiving |  |
|                   | Targets and Performand  | ce Data                         | Assessment of Progress                   | Sources and Data Quality   |
|                   | ndividuals at risk of entering nursing<br>ng IL services and can remain at ho |                                 |  |  |
| Year              | Actual Performance  | Performance Targets             |  |  |
| 1999              |   | 8,500                           |  |  |
| 2000              | 18,306  | 8,500                           |  |  |
| 2001              | 23,983  | 9,000                           |  |  |
| 2002 9,500        |   |                                 |  |  |

Objective 8.3 of 4: Increase the amount of funds in addition to title VII that support chapter 1 grantees.

Indicator 8.3.1 of 1: Increased funding from alternative sources: A high number of CILs will have greater than 25 percent of their budget from sources other than Title VII, Chapter 1, Part B, and a high percentage of states will contribute more than the required minimum match for Title VII, Chapter 1, Part C.

| ,   |                   |                                       |                |                                    | •     |                   | , <u> </u>   |
|---|-------------------|---------------------------------------|----------------|------------------------------------|-------|-------------------|--|
| Targets and Performance Data  |                   |                                       |                |                                    | Asses | sment of Progress | Sources and Data Quality   |
| Number of CILs that have greater than 25 percent of their budget from sources other than Title VII, Chapter 1, Part A, and percentage of states that contribute more than the required minimum match for Title VII, Chapter 1, Part B.  Year Actual Performance Performance Targets |                   |                                       |                | contribute more than               |       |                   | Additional Source Information:<br>Independent Living Services for<br>Older Individuals Who Are Blind (7-<br>OB Report) |
| I ear   | Number<br>of CILS | Percent of States<br>Overmatch Part B | Number of CILS | Percent of States Overmatch Part B |       |                   | Frequency: Annually. Collection Period: 2002 Data Available: May 2003  |
| 1997  | 74                | 80                                    |                |                                    |       |                   | Program and budget staff or two  |
| 2000  | 66                |                                       | 75             | 80                                 |       |                   | program staff visually scan data for   |
| 2001  |                   |                                       | 76             | 80                                 |       |                   | errors and compare to prior year's data.   |
| 2002  |                   |                                       | 76             | 80                                 |       |                   | add.   |
| 2003  |                   |                                       | 76             | 80                                 |       |                   |  |
| 2004  |                   |                                       | 80             | 80                                 |       |                   |  |
| L-  |                   |                                       | -              |                                    | -     |                   |  |

Objective 8.4 of 4: Provide chapter 2 services to increasing numbers of individuals who are older and severely visually impaired, and increase consumer satisfaction

| Indicator 8.4.1 o  | Indicator 8.4.1 of 1: Increased number of individuals served:: The number of older and severely visually impaired individuals served will increase annually. |                     |                        |   |  |
|--------------------|--|---------------------|------------------------|---|--|
|                    | Targets and Performand   | ce Data             | Assessment of Progress | Sources and Data Quality  |  |
| Individuals receiv | ving services  |                     |                        | Additional Source Information:                                      |  |
| Year               | Actual Performance   | Performance Targets |                        | Independent Living Services for Older Individuals Who Are Blind (7- |  |
| 1994               | 14,968   |                     |                        | OB Report), 1997.   |  |
| 1995               | 22,103   |                     |                        | Frequency: Annually.  |  |
| 1996               | 26,846   |                     |                        | Collection Period: 2002   |  |
| 1997               | 31,460   |                     |                        | Data Available: May 2003 Validated By: On-Site Monitoring           |  |
| 1998               | 36,280   |                     |                        | By ED.  |  |
| 1999               | 38,150   | 28,500              |                        | Research and Training Center and program staff review data          |  |
| 2000               | 47,596   | 35,000              |                        | program stan review data  |  |
| 2001               |  | 40,000              |                        | Limitations: Targets based on                                       |  |
| 2002               |  | 41,000              |                        | estimates of program funding level.                                 |  |
| 2003               |  | 63,000              |                        |   |  |
| 2004               |  | 68,000              |                        |   |  |

### National Institute on Disability and Rehabilitation Research (NIDRR) - 2004

**CFDA Number:** 84.133 - National Institute on Disability and Rehabilitation Research

#### Goal 8: To conduct high-quality research that leads to high quality research products

#### Objective 8.1 of 4: Conduct high-quality research

Indicator 8.1.1 of 3: The percentage of grantee research that is deemed to be good to excellent as reflected in the appropriateness of the designs used and the rigor with which accepted standards of scientific and/or engineering methods are applied.

| rigor with willen  | accepted standards of scientifi | c and/or engineering methods a                |  |  |
|--|---------------------------------|---|--|--|
| Targets and Performance Data   |                                 | Assessment of Progress                        | Sources and Data Quality   |  |
| Percentage of research is deemed to be good or excellent in the appropriateness and rigor of experiment design and the rigor with which accepted standards of scientific and/or engineering methods are applied. |                                 | Explanation: This year's data are based on 28 | Source: Other Other: Other.  Additional Source Information:  |  |
| Year   | Actual Performance              | Performance Targets                           | summative program reviews conducted during FY 2002. The rigor of this evaluation program,  | RTI – web-based Annual   |
| 2003   |                                 | 70  | which utilizes panels of experts in relevant   | Performance Reporting (APR)  |
| 2004   |                                 | 70  | program areas, has been significantly enhanced by an increasing emphasis on  | system & program review-type meetings  |
| 2005   |                                 | 75  | evaluation of outcomes resulting from funded research. Consequently, it is difficult to compare data to previous years. Centers that are focused on Engineering and Medicine         | _  |
| 2006   |                                 | 75  |  | Frequency: Annually. Collection Period: 2003   |
| 2007   |                                 | 80  |  | Data Available: October 2003   |
|  |                                 |   | achieved the highest research and development ratings. 86% of Rehabilitation Research and Training Centers in topics related to health and function were rated at good or excellent. | Validated By: On-Site Monitoring By ED.  Improvements: Data are based upon ratings obtained from expert panels during reverse site visits. Extensive efforts have been made to ensure that centers being rated and experts serving as reviewers are conversant with the evidence based and outcomes oriented approaches to the review process. |

| Indicator 8.1.2 | of 3: A significant percentage of                                     | new studies funded by NIDRR as   | sess the effectiveness                   | of interventions using rigorous and appropriate methods.   |
|-----------------|---|----------------------------------|--|--|
|                 | Targets and Performance Data  |                                  | Assessment of<br>Progress                | Sources and Data Quality   |
|                 | ew studies funded by NIDRR asse<br>ing rigorous and appropriate metho |                                  |  | Additional Source Information: RTI - APR web-based reporting system & program review -type meetings.   |
| Year            | Actual Performance  | Performance Targets              | Explanation: In 2003<br>NIDRR will set a | Frequency: Annually.   |
| 2003            |   | 999                              | baseline for this indicator. The 2004    | Collection Period: 2003  Data Available: January 2004  |
|                 |   |                                  | Target will be the baseline + 5%.        | Validated By: On-Site Monitoring By ED. Verified by scrutiny of reported publications by Dept. of Education staff.  Limitations: Data is based upon reports by the funded centers. Concerns have been raised about the potential for under reporting. Methods to independently confirm publications are planned. The number of publications using the strict definitions employed are likely to fairly represent the productivity of centers in areas related to engineering and medicine. However, these definitions may not fully represent the productivity of centers in other areas.  Improvements: NIDRR is evaluating methods of assessing productivity that fairly represent all parts of the NIDRR grant portfolio. |
| Indicator 8.1.3 | of 3: The number of publications                                      | based on NIDRR-funded researc    | ch in refereed journals                  |  |
|                 | Targets and Performand  | ce Data                          | Assessment of<br>Progress                | Sources and Data Quality   |
| The number of p | oublications based on NIDRR-funde                                     | ed research in refereed journals |  | Additional Source Information: RTI – APR reporting   |
| Year            | Actual Performance  | Performance Targets              |  | system   |
| 2003            |   | 8                                |  |  |
| 2004            |   | 8                                |  |  |
| 2005            |   | 10                               |  |  |
| 2006            |   | 10                               |  |  |
| 2007            |   | 10                               |  |  |

Objective 8.2 of 4: Disseminate and promote use of information on research findings, in accessible formats, to improve rehabilitation services and outcomes.

Indicator 8.2.1 of 1: Grantees deemed to be implementing a plan for widespread dissemination and utilization of validated research findings, developed with stakeholder input and based on measurable objectives, that is producing products and services at sufficient levels and in accessible formats and reaching targeted customers in sufficient numbers, including those from diverse and underserved populations

|  | Targets and Performance Data   |  | Assessment of Progress | Sources and Data Quality   |
|--|--|--|------------------------|--|
| dissemination an<br>stakeholder input<br>and services at s | of grantees deemed to be implemed utilization of validated research t and based on measurable object sufficient levels and in accessible the ficient numbers, including those from the second of the s | findings, developed with<br>tives, that is producing products<br>formats and reaching targeted |                        | Additional Source Information: RTI - APR reporting system and program review-type meetings  Frequency: Annually. Collection Period: 2001 |
| Year   | Actual Performance   | Performance Targets  |                        | Data Available: January 2002 Validated By: On-Site Monitoring  |
| 2003   |  | 50   |                        | By ED.   |
| 2004   |  | 55   |                        |  |
| 2005   |  | 60   |                        |  |
| 2006   |  | 65   |                        |  |
| 2007   |  | 70   |                        |  |
|  |  |  | -1                     | I .  |

#### Objective 8.3 of 4: Ensure Utility of Research Problems and Products to End-Users

Indicator 8.3.1 of 2: Research and development projects conducted by NIDRR grantees deemed to be addressing problems or issues of "high relevance" to consumers and other end-users

|   |           |   | I  |  |
|---|-----------|---|--|--|
| Targets and Performance Data  |           | Assessment of Progress  | Sources and Data Quality   |  |
| Published Papers and Presentations by NIDRR trainees and fellows that contribute to the study of rehabilitation |           | <b>Explanation:</b> A baseline will be set in FY 2003. The FY 2004 target is 5 percent over the baseline. Out year targets will | Source: Performance Report Grantee Performance Report: 1820-   |  |
| Year Actual Performance Performance Targets   |           |   | 0642 Annual Performance Reporting<br>  Forms for NIDRR Grantees (RERCs,<br>  RRTCs, DBTACs, DRRPs, Model |  |
|   | Published | Published   | increase by five percentage points up to   | Systems, Dissemination & Utilization   |
| 2003  |           | 999   | 80 percent.  | Projects). Program: NIDRR.   |
|   |           |   |  | Additional Source Information: Triangulation of RTI –APR reporting system and program review-type meetings  Frequency: Annually. Collection Period: 2002 Data Available: October 2003 Validated By: On-Site Monitoring By ED |

### Indicator 8.3.2 of 2: Consumer-oriented products and information disseminated by grantees based on NIDRR-funded research that is deemed to be of "high utility" by individuals with disabilities and other end-users

| utility" by indivi  | iduals with disabilities and other | end-users                                 |   |   |
|---|------------------------------------|---|---|---|
|   | Targets and Performance Data       |   | Assessment of Progress  | Sources and Data Quality  |
| Successful completion of planning tasks and conduct of capacity building and outreach conference. Participation of at least 25 individuals from currently funded entities and individuals from other eligible entities. |                                    | Explanation: A baseline will be set in FY | Source: Other Other: Other.  Additional Source Information:                                     |   |
| Year  | Actual Performance                 | Performance Targets                       | 2003. The FY 2004 target is 5 percent over the baseline. Out year targets will increase by five | Qualitative ratings by a panel of   |
| 2003  |                                    | 999                                       | percentage points up to 80 percent.   | consumers of consumer-oriented products and materials developed by grantees for dissemination.  Frequency: Annually. Collection Period: 2002 Data Available: January 2002 |

#### Objective 8.4 of 4: Conduct performance evaluation to ensure program improvement and accountability for results

Indicator 8.4.1 of 1: The percentage of projects that are deemed to have an evaluation plan that is conducted on an ongoing basis and is tied to measurable objectives for assuring quality of implementation and efficient project management, and for assessing the relevance of products and services produced and the extent to which anticipated outcomes are being achieved

|  | Targets and Performance | e Data  | Assessment of Progress  | Sources and Data Quality   |
|--|-------------------------|---|---|--|
| The percentage of projects that are deemed to have an evaluation plan that is conducted on an ongoing basis and is tied to measurable objectives for assuring quality of implementation and efficient project management, and for assessing the relevance of products and services produced and the extent to which anticipated outcomes are being achieved. |                         | <b>Explanation:</b> A baseline will be set in FY 2003. Therefore FY 2004 target is 5 percent over the baseline. Out year targets will | Source: Other Other: Other. Sponsor: National Center for the Dissemination of Disability Research |  |
| Year   | Actual Performance      | Performance Targets   | increase by five percentage points up to 70 percent.  | Additional Source Information:   |
| 2003   | 2003 999                |   |   | Triangulation of RTI - APR system and program review-type meetings   |
|  |                         |   |   | Frequency: Annually. Collection Period: 2003 Data Available: July 2003 Validated By: On-Site Monitoring By ED. |

### **Training Program - 2004**

CFDA Number: 84.129 - Rehabilitation Long-Term Training

# Goal 8: To provide the public vocational rehabilitation (VR) sector with well-trained staff and to maintain and upgrade the skills of current staff.

Objective 8.1 of 2: To provide graduates who work within the Vocational Rehabilitation (VR) system to help individuals with disabilities achieve their goals.

Indicator 8.1.1 of 2: Numbers trained: The number of students supported by RSA scholarships and the number of RSA scholars graduating will remain stable per constant \$1 million invested.

|                 | Targets and Performand | ce Data             | Assessment of Progress  | Sources and Data Quality   |
|-----------------|------------------------|---------------------|---|--|
| Scholars suppor | Scholars supported     |                     |   | Additional Source Information:                                       |
| Year            | Actual Performance     | Performance Targets | <b>Explanation:</b> FY 2000 data are based on                                       | Annual grantee reporting from Baseline data collected for            |
| 1997            | 1,600                  |                     | actual numbers using the new electronic   | academic year 2003.  |
| 1998            | 1,550                  |                     | reporting system. Previous numbers were based on estimates made from a small number | Frequency: Annually.   |
| 1999            | 1,665                  | 1,473               | of prospects.   | Collection Period: 2003  |
| 2000            | 2,390                  | 2,000               |   | Data Available: January 2003 Validated By: No Formal                 |
| 2001            |                        | 2,000               |   | Verification.  |
| 2002            |                        | 2,000               |   | Data supplied by grantees. No formal verification procedure applied. |
| 2003            |                        | 2,050               |   |  |
| 2004            |                        | 2,050               |   |  |
| Scholars suppor | ted per \$1 million    |                     |   |  |
| Year            | Actual Performance     | Performance Targets |   |  |
| 1997            | 101                    |                     |   |  |
| 1998            | 96                     |                     |   |  |
| 1999            | 94                     | 93                  |   |  |
| 2000            | 172                    | 170                 |   |  |
| 2001            |                        | 170                 |   |  |
| 2002            |                        | 170                 |   |  |
| 2003            |                        | 165                 |   |  |
| 2004            |                        | 165                 |   |  |

| Scholars graduating |                    |                     |  |  |
|---------------------|--------------------|---------------------|--|--|
| Year                | Actual Performance | Performance Targets |  |  |
| 1997                | 800                |                     |  |  |
| 1998                | 817                |                     |  |  |
| 1999                | 832                | 729                 |  |  |
| 2000                | 764                | 688                 |  |  |
| 2001                |                    | 700                 |  |  |
| 2002                |                    | 700                 |  |  |
| 2003                |                    | 725                 |  |  |
| 2004                |                    | 725                 |  |  |

| Scholars graduating per \$1 million |                    |                     |  |  |
|-------------------------------------|--------------------|---------------------|--|--|
| Year                                | Actual Performance | Performance Targets |  |  |
| 1997                                | 50                 |                     |  |  |
| 1998                                | 50.50              |                     |  |  |
| 1999                                | 47                 | 47                  |  |  |
| 2000                                | 54.90              | 46                  |  |  |
| 2001                                |                    | 44                  |  |  |
| 2002                                |                    | 44                  |  |  |
| 2003                                |                    | 42                  |  |  |
| 2004                                |                    | 42                  |  |  |

| Investment (in thousands) |                    |                     |  |  |
|---------------------------|--------------------|---------------------|--|--|
| Year                      | Actual Performance | Performance Targets |  |  |
| 1997                      | 15,835             |                     |  |  |
| 1998                      | 16,181             |                     |  |  |
| 1999                      | 16,933             | 14,585              |  |  |
| 2000                      | 13,874             | 13,771              |  |  |
| 2001                      | 14,143             | 13,500              |  |  |
| 2002                      | 13,657             | 13,500              |  |  |
| 2003                      |                    | 17,000              |  |  |

Indicator 8.1.2 of 2: Percentage working: The percentage of graduates fulfilling their payback requirements through acceptable employment will increase annually.

|            | Targets and Performance Data |                     | Assessment of Progress                         | Sources and Data Quality   |
|------------|------------------------------|---------------------|--|--|
| Percentage |                              |                     |  | Additional Source Information:   |
| Year       | Actual Performance           | Performance Targets | <b>Explanation:</b> 2002 data are reported by  | Annual grantee reporting form.   |
| 2000       | 72                           | 70                  | grantees in January 2003 and will be available | Frequency: Annually.   |
| 2001       |                              | 71                  | in April 2003.                                 | Collection Period: 2002  Data Available: January 2002  |
| 2002       |                              | 72                  |  | Validated By: No Formal  |
| 2003       |                              | 72                  |  | Verification.  |
| 2004       |                              | 74                  |  | Data supplied by grantees.   |
|            |                              |                     |  | <b>Limitations:</b> We are using a new reporting system, which is being refined. Same as indicator 1.1 |

Objective 8.2 of 2: Maintain and upgrade the knowledge and skills of personnel currently employed in the public VR system.

Indicator 8.2.1 of 1: Qualified personnel: The percent of currently employed VR state agency counselors who meet their State's Comprehensive System of Personnel Development (CSPD) standard will increase annually.

| Personnei Devi | rersonner Development (CSFD) Standard will increase annually.          |                     |  |   |  |  |  |  |  |  |
|----------------|--|---------------------|--|---|--|--|--|--|--|--|
|                | Targets and Performan  | ce Data             | Assessment of Progress   | Sources and Data Quality  |  |  |  |  |  |  |
|                | currently employed VR state agency<br>hensive System of Personnel Deve |                     |  | Additional Source Information:<br>Annual Evaluation. Ongoing                                      |  |  |  |  |  |  |
| Year           | Actual Performance   | Performance Targets | <b>Explanation:</b> In FY 2000, RSA began an evaluation of the Training program that will    | collection could be through the In-<br>Service Training program's annual                          |  |  |  |  |  |  |
| 2000           | 69   |                     | collect data on each state's CSPD current  | performance report.   |  |  |  |  |  |  |
| 2001           |  | 70                  | standard and the number of staff that meet that standard. Many external factors could affect | Frequency: Other.   |  |  |  |  |  |  |
| 2002           |  | 75                  | the ongoing collection of data for this indicator.   | Collection Period: 2002   |  |  |  |  |  |  |
| 2003           |  | 77                  |  | Data Available: January 2002 Validated By: No Formal  |  |  |  |  |  |  |
| 2004           |  | 79                  |  | Verification.   |  |  |  |  |  |  |
|                |  |                     |  | Data would be supplied through external RSA contractor. No formal verification procedure applied. |  |  |  |  |  |  |

#### **State Vocational Rehabilitation Services - 2004**

**CFDA Number:** 

84.126 - Rehabilitation Services\_Vocational Rehabilitation Grants to States

# Goal 8: Individuals with disabilities served by the Vocational Rehabilitation State Grant program will achieve high quality employment.

Objective 8.1 of 2: Ensure that individuals with disabilities who are served by the vocational rehabilitation (vr) state grant program achieve employment consistent with their particular strengths, resources, abilities, capabilities, and interests.

| - 1 |                                 | - la ! !                        |                                     |                                       |
|-----|---------------------------------|---------------------------------|-------------------------------------|---------------------------------------|
| - 1 | Indicator 8.1.1 of 5: Number ad | cnievina emplovment: The niimbe | er ot individuals with disabilities | who achieve employment will increase. |

|          |                             | Targets and Perforn | Assessment of Progress | Sources and Data Quality           |  |  |
|----------|-----------------------------|---------------------|------------------------|------------------------------------|--|--|
| The numb | er of individuals who achie | eved an employmen   |                        | Additional Source Information: RSA |  |  |
| Year     | Actual Perfo                | rmance              | Performance            | e Targets                          |  | state agency data from the RSA-113.                    |
|          | Number of Individuals       | Percent Increase    | Number of Individuals  | Percent Increase                   |  | Frequency: Annually.                                   |
| 1997     | 211,503                     |                     |                        |                                    |  | Collection Period: 2001  Data Available: October       |
| 1998     | 223,668                     | 5.80                |                        |                                    |  | Validated By: On-Site Monitoring By                    |
| 1999     | 231,714                     | 3.60                | 215,770                |                                    |  | ED.  Verified by ED attestation process and            |
| 2000     | 236,220                     | 1.90                | 234,040                |                                    |  | ED Standards for Evaluating Program                    |
| 2001     | 233,687                     | -1                  | 238,582                |                                    |  | Performance Data.                                      |
| 2002     |                             |                     | 238,582                |                                    |  | Limitations: Appropriate crosschecks                   |
| 2003     |                             |                     | 240,968                |                                    |  | and edits to verify and validate the                   |
| 2004     |                             |                     | 243,378                |                                    |  | quality of these data are currently being implemented. |

Indicator 8.1.2 of 5: Percentage of individuals obtaining employment: The percentage of all persons served who obtain employment will increase.

|                     |                         | •   | ' '  |  |  |  |
|---------------------|-------------------------|---|--|--|--|--|
| Targets and Perform | rmance Data             | Assessment of Progress  | Sources and Data Quality   |  |  |  |
| ining employment.   |                         |   | Additional Source Information: RSA state   |  |  |  |
| Actual Performance  | Performance Targets     |   | agency data from the RSA-113.  Frequency: Annually.  |  |  |  |
| 61.20               |                         |   | Collection Period: 2001  |  |  |  |
| 62.20               |                         |   | <b>Data Available:</b> October 2002 <b>Validated By:</b> On-Site Monitoring By ED.   |  |  |  |
| 62.50               | 61                      |   | Verified by ED attestation process and ED  |  |  |  |
| 62.50               | 62.70                   |   | Standards for Evaluating Program Performance Data.   |  |  |  |
| 60.70               | 63                      |   |  |  |  |  |
|                     | 63                      |   | <b>Limitations:</b> Appropriate crosschecks and edits to verify and validate the quality of these  |  |  |  |
|                     | 63.20                   |   | data are currently being implemented.  |  |  |  |
|                     | 63.20                   |   |  |  |  |  |
|                     | 61.20<br>62.20<br>62.50 | Actual Performance         Performance Targets           61.20         62.20           62.50         61           62.50         62.70           60.70         63           63         63.20 | ining employment.    Actual Performance   Performance Targets     61.20     62.20     62.50   61     62.50   62.70     60.70   63     63     63.20 |  |  |  |

Indicator 8.1.3 of 5: Percentage of individuals obtaining competitive employment: Of individuals obtaining employment, the percentage who obtain competitive employment will increase. Among individuals with significant disabilities obtaining employment, the percentage obtaining competitive employment will increase.

|                               | Targets and Performan                      | ce Data  | Assessment of Progress | Sources and Data Quality  |
|-------------------------------|--|--|------------------------|---|
| Percentage of a               | ll individuals with disabilities who o     | btained competitive employment                         |                        | Additional Source Information   |
| Year                          | Actual Performance                         | Performance Targets                                    |                        | RSA state agency data from the RSA-911.   |
| 1997                          | 81.20                                      |  |                        |   |
| 1998                          | 80   |  |                        | Frequency: Annually. Collection Period: 2001  |
| 1999                          | 83.10                                      | 82.30  |                        | Data Available: October 2002  |
| 2000                          | 86   | 82.50  |                        | Validated By: On-Site Monitorin By ED.  |
| 2001                          | 87.60                                      | 86.20  |                        | '   |
| 2002                          |  | 86.40  |                        | <b>Limitations:</b> Accuracy/consiste of reporting is contingent upon                                   |
| 2003                          |  | 86.60  |                        | counselors' interpretations of  |
| 2004                          |  | 86.80  |                        | definitions. Timeliness is dependently upon submittal of clean data from                                |
| Percentage of in              | dividuals obtaining competitive em         | polovment who are individuals with                     |                        | grantees. Limited staff resource  |
| significant disab             | ilities.                                   | pployment who are individuals with                     |                        | grantees. Limited staff resource affect ability to check data for                                       |
|                               |  | ployment who are individuals with  Performance Targets |                        | grantees. Limited staff resource affect ability to check data for reasonableness and publish dat        |
| significant disab             | Actual Performance                         |  |                        | grantees. Limited staff resource<br>affect ability to check data for<br>reasonableness and publish dat  |
| year<br>1997                  | Actual Performance 78.40                   |  |                        | grantees. Limited staff resource<br>affect ability to check data for<br>reasonableness and publish dat  |
| year<br>1997<br>1998          | Actual Performance 78.40 81.10             |  |                        | grantees. Limited staff resource<br>affect ability to check data for<br>reasonableness and publish dat  |
| Year<br>1997<br>1998<br>1999  | 78.40 81.10 83.80                          |  |                        | grantees. Limited staff resource affect ability to check data for reasonableness and publish data       |
| Year 1997 1998 1999 2000      | Actual Performance 78.40 81.10 83.80 86.50 | Performance Targets                                    |                        | grantees. Limited staff resource<br>affect ability to check data for<br>reasonableness and publish data |
| Year 1997 1998 1999 2000 2001 | Actual Performance 78.40 81.10 83.80 86.50 | Performance Targets  86.70                             |                        | grantees. Limited staff resource affect ability to check data for reasonableness and publish data       |

Indicator 8.1.4 of 5: Improved earnings: Among individuals exiting the program in competitive employment, the median ratio of their average hourly wage to the state's average hourly wage for all individuals in the state who are employed will increase.

|                  | Targets and Performand | ce Data             | Assessment of Progress | Sources and Data Quality  |
|------------------|------------------------|---------------------|------------------------|---|
| Median ratio for | state agencies         |                     |                        | Additional Source Information:  |
| Year             | Actual Performance     | Performance Targets |                        | RSA state data from the R-911.  |
| 1997             | .56                    | ĺ                   |                        | Frequency: Annually.  |
| 1998             | .56                    | Ì                   | 1                      | Collection Period: 2001  Data Available: October 2002   |
| 1999             | .56                    | .57                 | 1                      | Validated By: On-Site Monitoring  |
| 2000             | .57                    | .57                 |                        | By ED.  |
| 2001             | .56                    | .57                 |                        | Limitations: Same limitations and   |
| 2002             | ĺ                      | .58                 |                        | planned improvements reported   |
| 2003             |                        | .58                 |                        | under 1.3 apply to this indicator. In addition, the data for this indicator                   |
| 2004             | İ                      | .59                 | 1                      | are limited by the fact that the  |
|                  |                        |                     |                        | required comparison involves numbers reported from two different sets of state-reported data. |

Indicator 8.1.5 of 5: Own income as primary support: The percentage of individuals who report upon obtaining employment that their own income is their primary source of support will increase.

|      | Targets and Performand  | ce Data             | Assessment of Progress | Sources and Data                                |
|------|---|---------------------|------------------------|---|
|      | lividuals who report upon obtainin is their primary source of support |                     |                        | Additional Source Info                          |
| Year | Actual Performance  | Performance Targets |                        | RSA-911.  |
| 1997 | 84.10   |                     |                        | Frequency: Annually.                            |
| 1998 | 82.60   |                     |                        | Collection Period: 2007  Data Available: Octobe |
| 1999 | 82.50   |                     |                        | Validated By: On-Site N                         |
| 2000 | 84.60   |                     |                        | By ED.  |
| 2001 | 84.60   | 84.80               |                        | Limitations: Same as d                          |
| 2002 |   | 85                  |                        | under Indicator 1.3.                            |
| 2003 |   | 85.20               |                        |   |
| 2004 |   | 85.40               |                        |   |

Objective 8.2 of 2: Increase the number of individuals with the most significant disabilities who have received supported employment services but achieve competitive employment outcomes.

Indicator 8.2.1 of 1: Percentage of individuals with a supported employment goal achieving competitive employment: The percentage of individuals with a supported employment goal who achieve a competitive employment outcome (including supported employment outcomes in which the individual receives the minimum wage or better) will continue to increase.

|      | Targets and Performand             | ce Data                  | Assessment of Progress | Sources and Data Quality   |
|------|------------------------------------|--------------------------|------------------------|--|
|      | dividuals with a supported employi | ment goal who achieved a |                        | Additional Source Information:<br>RSA state agency data from the<br>RSA-911. |
| Year | Actual Performance                 | Performance Targets      |                        | KSA-911.   |
| 1997 | 69.60                              |                          |                        | Frequency: Annually.   |
| 1998 | 69.10                              |                          |                        | Collection Period: 2001  Data Available: October 2002                        |
| 1999 | 73.30                              | 71                       |                        | Validated By: On-Site Monitoring   |
| 2000 | 77.30                              | 71.50                    |                        | By ED. Verified by ED attestation process                                    |
| 2001 | 79.20                              | 77.40                    |                        | and ED Standards for Evaluating  |
| 2002 |                                    | 77.60                    |                        | Program Performance Data.  |
| 2003 |                                    | 77.80                    |                        | Limitations: Same as discussed   |
| 2004 |                                    | 78                       |                        | under Indicator 1.3.   |

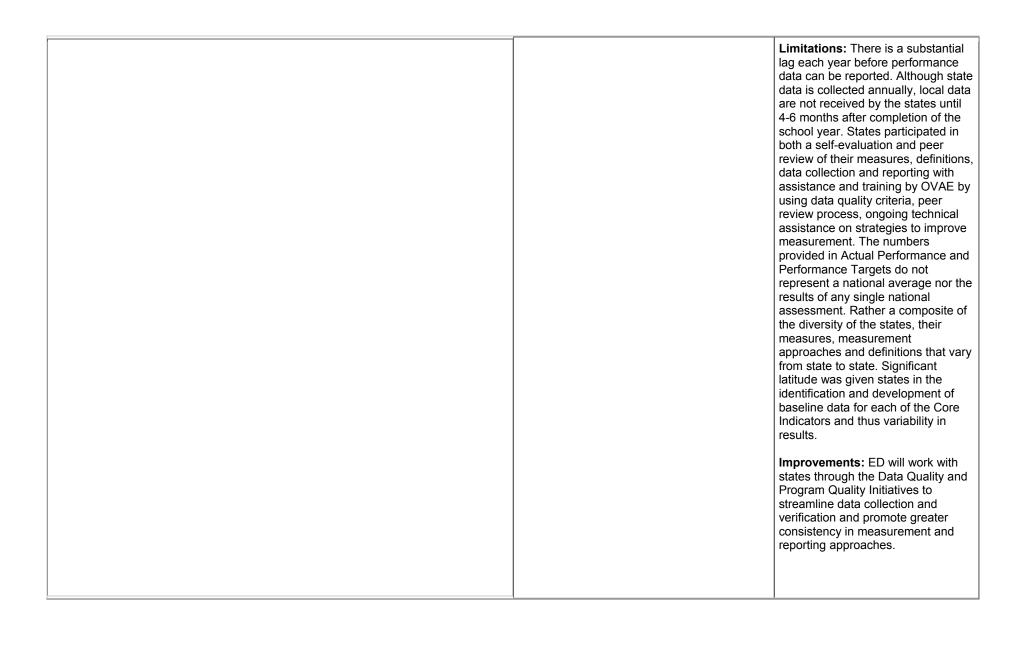
# Perkins Vocational and Technology Education (State Grants and Tech-Prep Indicators) - 2004

Goal 8: Increase access to and improve educational programs that strengthen education achievement, workforce preparation, and lifelong learning.

Objective 8.1 of 3: Ensure that vocational concentrators, including special populations, will achieve high levels of proficiency in mathematics, science, and English.

Indicator 8.1.1 of 1: Academic Attainment: An increasing percentage of vocational concentrators, including special populations, will meet state established academic standards.

| academic stand | dards.                                 |  |   |  |
|----------------|--|--|---|--|
|                | Targets and Performan                  | ce Data                                | Assessment of Progress  | Sources and Data Quality   |
| standards      | vocational concentrators meeting st    |  | <b>Explanation:</b> Performance reporting has   | Source: Performance Report Grantee Performance Report: 1830-0503 Vocational Technical  |
| Year           | Actual Performance                     | Performance Targets                    | shifted to a reliance on state accountability   | Education Annual Performance and   |
|                | Percentage of vocational concentrators | Percentage of vocational concentrators | reports, as specified in the 1998 Perkins Act.  Data for 1997-1998 came from a small pilot  | Financial Reports.   |
| 1998           | 33                                     |  | study testing the new provisions. 1999-2000 school year data were collected as part of the  | Frequency: Annually. Collection Period: 2003 - 2004  |
| 1999           | 45                                     |  | negotiation process with the states to establish  | Data Available: March 2004   |
| 2000           | 44                                     |  | a baseline and agreed-upon performance targets. The 2001 data are the first year of   | Validated By: No Formal Verification.  |
| 2001           | 70                                     |  | performance data and will be used as the basis  | Attestation and Audit Data quality   |
| 2002           |  | 72                                     | for determining eligibility for incentive grants. continues to be a ma<br>States began using new measurement of the Data Quality Ir   | continues to be a major component  |
| 2003           |  | 74                                     |   | begun last year. A new verification  |
| 2004           |  | 76                                     | to report for 2000-01. While states use different   | and attestation process was  |
|                |  |  | strategies for measuring academic attainment, they all use students (concentrators) as the unit of analysis and identify the percentage of students meeting state established standards. Performance data developed by States is reported to OVAE 90 days after termination of the grant, i.e., the 2003 data will be reported by December 31, 2003. Attestation of data is completed within the following 90 days of States' submissions. Data for the 2003 program year will be available for the public on or after March 31 | implemented to improve the accuracy of the performance data. OVAE verified data by internal electronic consistency via instrumentation checks, expert staff analysis, and requiring double check and attestation of data by State directors. State data is also checked independently by ED/OVAE during onsite monitoring and State audit reviews. |



Objective 8.2 of 3: Ensure that secondary and postsecondary concentrators, including special populations, will achieve high levels of proficiency in core curriculum areas, including mathematics, science, and English.

Indicator 8.2.1 of 1: Skills Proficiencies: An increasing percentage of secondary and post secondary vocational concentrators, including special populations, will

| meet st   | tate recog                   | gnized skill s                 |            |       |                                 |                       |   |   |
|---|------------------------------|--------------------------------|------------|-------|---------------------------------|-----------------------|---|---|
| Targets and Performance Data  |                              |                                |            |       |                                 |                       | Assessment of Progress Sources and Data Quality |   |
| Percentage of secondary vocational concentrators meeting state/locally adopted skill standards, using state recognized approaches |                              |                                |            |       |                                 | state/locally         | Grantos Porformanos Ponort                      |   |
| Year  | -                            | Actual Perfor                  | mance      |       | Perfo                           | ormance Ta            | argets  | Explanation: 1999-2000 school year data were collected as part of the negotiation   |
|   | National<br>State<br>Assessm | -                              |            |       | ational or<br>State<br>sessment | Program<br>Completion |   | process with the states to establish a baseline and agreed-upon performance targets. The 2001 data are the first year performance data  |
| 1998  | 61.33                        |                                |            | i     |                                 |                       |   | eligibility for incentive grants. Performance   Collection Period: 2003 - 2004  |
| 1999  | 63.40                        | 29.80                          | 84.10      |       |                                 |                       |   | reporting has shifted to a reliance on state  |
|   |                              | '                              |            |       |                                 |                       | '   | accountability reports, as specified in the 1998 Perkins Act. Data for 1998 came from a small   |
|   |                              | condary voca<br>state recogni  |            |       | meeting s                       | state/locally         | adopted sl                                      | pilot study testing the new provisions. Data for 1900 were transitional, with states using data continues to be a major component.  |
| Y   | ear                          | Actual                         | Performand | e     | Pe                              | rformance             | Targets   | sources and approaches that existed before of the Data Quality Initiative (DQ   |
| 20  | 000                          |                                | 39         |       |                                 |                       |   | measurement approaches negotiated with the and attestation process was  |
| 20  | 001                          |                                | 61         |       |                                 |                       |   | Education Department to report for 2000, Implemented to improve the   |
| 2   | 002                          |                                |            |       |                                 | 63                    |   | reflected separately. Performance data OVAE verified data by internal   |
| 2   | 003                          |                                |            |       |                                 | 65                    |   | developed by States is reported to OVAE 90 electronic consistency via   |
| 20  | 004                          |                                |            |       |                                 | 70                    |   | days after termination of the grant, i.e., the 2003 data will be reported by December 31,   |
|   |                              | ost secondary<br>ndards, using |            |       |                                 | eting state/lo        | ocally-   | 2003. Attestation of data is completed within the following 90 days of States' submissions.  Data for the 2003 program year will be   |
| Ye  | ar                           | Actual P                       | erformance |       | Per                             | formance              | Targets   | available for the public on or after March 31. onsite monitoring and State addirections.  |
|   | A                            | State<br>Assessment            | Completion | Other | State<br>Assessr                |                       | npletion Oth                                    | Limitations: There is a substant  |
| 199   | 98                           | 59.30                          | 87.30      | 65.10 |                                 |                       |   | lag each year before performand<br>data can be reported. Although s   |
| 199   | 99                           | 73.90                          | 76.70      | 62.60 |                                 |                       |   | data are collected annually, local  |
|   |                              |                                |            |       |                                 |                       |   | data are not received by the stat until 4 to 6 months after completi of the school year. The Educatio Department will work with states through the DQI to streamline date collection and verification and to promote greater consistency in |

| Percentage of Post secondary vocational concentrators meeting state/locally- |  |
|--|--|
| adopted skill standards, using state recognized approaches                   |  |

| Year | Actual Performance | Performance Targets |
|------|--------------------|---------------------|
| 2000 | 76                 |                     |
| 2001 | 76                 |                     |
| 2002 |                    | 77                  |
| 2003 |                    | 78                  |
| 2004 |                    | 80                  |

measurement and reporting approaches. The numbers provided in Actual Performance and Performance Targets do not represent a national average nor the results of any single national assessment. Rather a composite of the diversity of the states, their measures, measurement approaches and definitions that vary from state to state. Significant latitude was given states in the identification and development of baseline data for each of the Core Indicators and thus variability in results.

Improvements: ED will work with states through the Data Quality and Program Quality Initiatives to streamline data collection and verification and promote greater consistency in measurement and reporting approaches.

Objective 8.3 of 3: Ensure that concentrators, including special populations, make successful transitions to further education and employment.

Indicator 8.3.1 of 2: Secondary Student Outcomes: An increasing proportion of vocational concentrators, including special populations, will attain high school diplomas, enter postsecondary programs, or attain employment.

|      |  |  | · · ·                      |                |  |  |   |  |
|------|--|--|----------------------------|----------------|--|--|---|--|
|      |  | Та                                     | argets and Perfor          | mance Data     | a  | Assessment of Progress   | Sources and Data Quality  |  |
|      | -                                      | cational concentr<br>lucation or emplo | rators who have o          | completed h    | Explanation: 1999-2000 school data were collected as   | Source: Performance Report Grantee Performance Report: 1830-0503 Vocational Technical Education Annual                   |   |  |
| Year | Actual Performance Performance Targets |  |                            |                |  |  | part of the negotiation process with the states to establish a                          | Performance and Financial Reports.   |
|      | High<br>School                         | Placement in Postsecondary             | Placement in Postsecondarv | High<br>School | Placement in Postsecondary   | Placement in Postsecondary   | baseline and agreed-upon<br>performance targets. The<br>2001 data are the first year of | Frequency: Annually. Collection Period: 2003 - 2004 Data Available: March 2004 |
| 1998 | 83.80                                  | 62.50                                  | 80                         |                |  |  | performance data and will be used as the basis for                                      | Validated By: No Formal Verification.  |
| 1999 | 77.40                                  | 72.70                                  | 82.20                      |                |  |  | determining eligibility for incentive grants. Performance reporting is shifting to a    | Attestation and Audit Data quality continues to be a major component of the    |
|      |  |  |                            |                | reliance on state accountability<br>reports, as specified in the<br>1998 Perkins Act. Data for | Data Quality Initiative (DQI) begun last year. A new verification and attestation process was implemented to improve the |   |  |

Percentage of vocational concentrators who have completed high school and transitioned to postsecondary education or employment

| Year | Acti                         | ual Performance   | Performance Targets          |   |  |
|------|------------------------------|---|------------------------------|---|--|
|      | High<br>School<br>Completion | Placement in<br>Postsecondary<br>Education and/or<br>Employment | High<br>School<br>Completion | Placement in<br>Postsecondary<br>Education and/or<br>Employment |  |
| 2000 | 80                           | 79  |                              |   |  |
| 2001 | 84                           | 84  |                              |   |  |
| 2002 |                              |   | 85                           | 85  |  |
| 2003 |                              |   | 86                           | 86  |  |
| 2004 |                              |   | 88                           | 87  |  |

1997-98 came from a small pilot study testing the new provisions. Data for 1998-99 are transitional, with states using data sources and approaches that existed before the 1998 law. Data collected for 1999-2000 will be the first year the data will be reported based on the **Education Department**negotiated measures, which is why data prior to that is shown separately. Performance data developed by States is reported to OVAE 90 days after termination of the grant, i.e., the 2003 data will be reported by December 31, 2003. Attestation of data is completed within the following 90 days of States' submissions. Data for the 2003 program year will be available for the public on or after March 31.

accuracy of the performance data. OVAE verified data by internal electronic consistency via instrumentation checks, expert staff analysis, and requiring double check and attestation of data by State directors. State data is also checked independently by ED/OVAE during onsite monitoring and State audit reviews.

Limitations: There is a substantial lag each year before performance data can be reported. In addition, states collect placement data from 6 months to 1 year after the school year resulting in a further lag in data reporting. Issues related to FERPA and use of social security numbers is also a great barrier to both accurate reporting and completeness of data. The numbers provided in Actual Performance and Performance Targets do not represent a national average nor the results of any single national assessment. Rather a composite of the diversity of the states, their measures, measurement approaches and definitions that vary from state to state. Significant latitude was given states in the identification and development of baseline data for each of the Core Indicators and thus variability in results.

Improvements: Ongoing technical assistance is being provided through the Data Quality Initiative to address these challenges. These include but are not limited to in-state cooperative agreements and national resources such as the Peer Collaborative Resource Network (PCRN) for sharing of methods, techniques, and research.

Indicator 8.3.2 of 2: Postsecondary Student Outcomes: Increasing proportions of postsecondary vocational students, including special populations, will have a positive placement in one or more of the following categories of outcomes: retention in and completion of a postsecondary degree or certificate, placement in military service, or placement or retention in employment.

Targets and Performance Data

Assessment of Progress

Sources and Data Quality

Percentage of postsecondary vocational concentrators who have completed postsecondary education and have a positive placement in military or employment

| Year | Actual                               | Performance                | )                                      | Perforr                           | nance Target                           | s                                      |
|------|--------------------------------------|----------------------------|--|-----------------------------------|--|--|
|      | Postsecondary Degree/Certificate/    |                            |  | Postsecondary Degree/Certificate/ | Placement<br>in Military<br>Employment | Placement                              |
|      | Completion<br>Administrative<br>Data | Adm.<br>Record<br>Exchange | in Military or<br>Employment<br>Survey |                                   | Adm.<br>Record<br>Exchange             | in Military or<br>Employment<br>Survey |
| 1998 | 55.90                                | 81.90                      | 87.70                                  |                                   |  |  |
| 1999 | 32.80                                | 86.20                      | 78.10                                  |                                   |  |  |

Percentage of postsecondary vocational concentrators who have completed postsecondary education and have a positive placement in military or employment.

| Year | Actual Perfo                                 | rmance                                    | Performance Targets                                |   |  |
|------|--|---|--|---|--|
|      | Postsecondary Degree/Certificate/ Completion | Placement in<br>Military or<br>Employment | Postsecondary<br>Degree/Certificate/<br>Completion | Placement in<br>Military or<br>Employment |  |
| 2000 | 32   | 82  |  |   |  |
| 2001 | 37   | 84  |  |   |  |
| 2002 |  |   | 39   | 84  |  |
| 2003 |  |   | 42   | 85  |  |
| 2004 |  |   | 45   | 86  |  |

**Explanation:** 1999-2000 school data were collected as part of the negotiation process with the states to establish a baseline and agreed-upon performance targets. The 2001 data are the first year of performance data and will be used as the basis for determining eligibility for incentive grants. States used various measurement approaches for postsecondary completion and placement ie. UI wage record exchanges, administrative record exchanges and surveys to indicate completion and placement performance. Results were collected through the CAR instrument on current performance and matched to previously identified targets. State actual and target differences were matched and aggregated. Performance data developed by States is reported to OVAE 90 days after termination of the grant, i.e., the 2003 data will be reported by December 31, 2003. Attestation of data is completed within the following 90 days of States' submissions. Data for the 2003 program year will be available for the public on or after March 31.

Source: Performance Report

Grantee Performance
Report: 1830-0503
Vocational Technical
Education Annual
Performance and Financial
Reports.

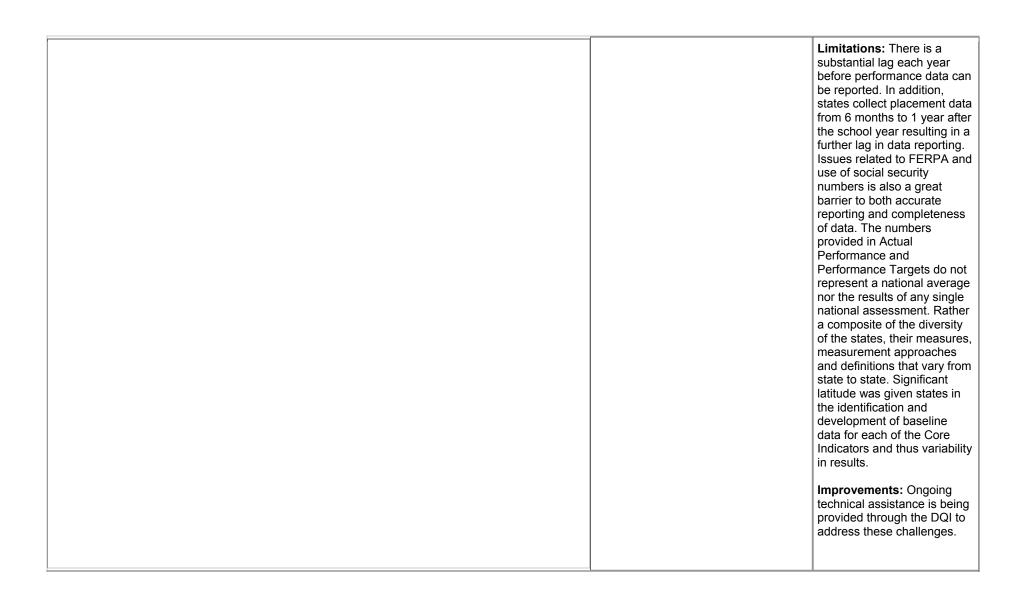
Frequency: Annually.
Collection Period: 2003 -

2004

Data Available: March 2004 Validated By: No Formal

Verification.

Attestation and Audit -- Data quality continues to be a major component of the Data Quality Initiative (DQI) begun last year. A new verification and attestation process was implemented to improve the accuracy of the performance data. OVAE verified data by internal electronic consistency via instrumentation checks, expert staff analysis, and requiring double check and attestation of data by State directors. State data is also checked independently by ED/OVAE during onsite monitoring and State audit reviews.



#### Adult Education: State Grants and Knowledge Development - 2004

**CFDA Number:** 84.002 - Adult Education\_State Grant Program

# Goal 8: To support adult education systems that result in increased adult learner achievement in order to prepare adults for family, work, citizenship, and future learning.

Objective 8.1 of 1: Provide adult learners with opportunities to acquire basic foundation skills (including English language acquisition), complete secondary education, and transition to further education and training and to work.

Indicator 8.1.1 of 5: Basic skill acquisition: The percentage of adults in Adult Basic Education programs who acquire the level of basic skills needed (validated by standardized assessments) to complete the level of instruction in which they enrolled.

|                   | , ,  | er of mistraction in which they em |   |   |  |  |
|-------------------|--|------------------------------------|---|---|--|--|
|                   | Targets and Performand   | ce Data                            | Assessment of Progress  | Sources and Data Quality  |  |  |
| basic skills need | dults in Adult Basic Education Prog<br>led to complete the level of instruct | ion in which they enrolled.        | Explanation: Indicator has been changed to  | Frequency: Annually. Collection Period: 2003 Data Available: March 2004   |  |  |
| Year              | Actual Performance   | Performance Targets                | require validation of basic skills acquisition  | Validated By: On-Site Monitoring  |  |  |
|                   | Percentage of adults   | Percentage of adults               | through standardized assessment. Because of   | By ED. The 2001 data were verified by the   |  |  |
| 1997              | 40   |                                    | change to the indicators, new performance target/baseline has been established. 2001 is       | Department's Standards for  |  |  |
| 1998              | 31   |                                    | the baseline year. Data reflect percent of Adult  | Evaluating Program Performance  |  |  |
| 1999              | 44   |                                    | Education Learners (Adults With Limited Basic Skills) who demonstrated a level of basic skill | Data.   |  |  |
| 2000              | 26   | 40                                 | proficiency needed to advance to the next   | <b>Limitations:</b> As a third tier recipient of this data, the Office of Vocational and Adult Education (OVAE) must  |  |  |
| 2001              | 36   | 40                                 | educational functioning level. Educational functioning levels range from beginning literacy   |   |  |  |
| 2002              |  | 40                                 | through high school. Revised indicators require   | rely on the states and local  |  |  |
| 2003              |  | 41                                 | validation of basic skill proficiency through   | programs to collect and report data   |  |  |
| 2004              |  | 42                                 | rough high school. Revised indicators require   | within published guidelines. Starting with the July 1, 2000, reporting period, the OVAE implemented new data collection protocols, including standardized data collection methodologies and standards for automated data reporting and data quality review.  Improvements: The OVAE is developing a data quality review process for states based on the Department's Standards for Evaluating Program Performance |  |  |

Indicator 8.1.2 of 5: Basic English language acquisition: Percentage of adults enrolled in English Literacy programs will acquire (validated by standardized assessment) the level of English language skills needed to complete the levels of instruction in which they enrolled.

Targets and Performance Data Sources and Data Quality Assessment of Progress Frequency: Annually. Percentage of adults enrolled in English literacy programs who acquire the level of **Collection Period: 2003** English language skills needed to complete the levels of instruction in which they Data Available: March 2004 Explanation: Indicator has been changed to enrolled, 2001 is the new baseline. require validation of basic skill acquisition Validated By: On-Site Monitoring Year **Actual Performance Performance Targets** through standardized assessment. Because of Bv ED. change to the indicator, new performance The 2001 data were verified by the 1996 30 target/baseline has been established. Data Department's Standards for 28 1997 reflect percent of English Literacy learners **Evaluating Program Performance** 1998 28 (adults with minimal English language skills) Data. who demonstrated a level of English language 1999 49 proficiency needed to advance to the next **Limitations:** As a third tier recipient 2000 20 40 educational functioning level. Educational of this data, the Office of Vocational functioning levels range from beginning-level and Adult Education (OVAE) must 31 2001 40 English Literacy through advanced-level rely on the states and local 2002 32 English Literacy. Revised indicators requires programs to collect and report data validation of English proficiency through within published quidelines. Starting 2003 34 standardized assessment. New targets reflect with the July 1, 2000, reporting 2004 35 period, the (OVAE) implemented new standard. new data collection protocols. including standardized data collection methodologies and standards for automated data reporting and data quality review. **Improvements:** The OVAE is developing a data quality review

process for states based on the Department's Standards for Evaluating Program Performance

Data.

Indicator 8.1.3 of 5: Secondary completion: Percentage of adults with a high school completion goal and who exit during the program year that earn a high school diploma or recognized equivalent.

|      | Targets and Performance Data  |                        | Assessment of Progress  | Sources and Data Quality   |  |
|------|---|------------------------|---|--|--|
|      | f adults with a high school completion goal who earn a cognized equivalent. | high school            | Fundamentiana Danama of change to the   | Frequency: Annually. Collection Period: 2003 Data Available: March 2004  |  |
| Year | Actual Performance  | Performance<br>Targets | <b>Explanation:</b> Because of change to the indicator, new performance benchmark targets have been established. 2001 is the baseline | Validated By: On-Site Monitoring By ED.  |  |
|      | Percent of adults   | Percent of adults      | year. The performance data reflect % of adult learners with a goal to complete high school in   | The 2001 data were verified by the Department's Standards for  |  |
| 1996 | 36  |                        | secondary level programs of instruction, who, upon exit earned their high school diploma or   | Evaluating Program Performance Data.   |  |
| 1997 | 37  |                        | GED credential within the reporting period.   |  |  |
| 1998 | 33  |                        |   | <b>Limitations:</b> As a third tier recipient of this data, the Office of Vocational   |  |
| 1999 | 34  |                        |   | and Adult Education (OVAE) must  |  |
| 2000 | 34  | 40                     |   | rely on the states and local   |  |
| 2001 | 33  | 40                     |   | programs to collect and report data within published guidelines. Starting  |  |
| 2002 |   | 40                     |   | with the July 1, 2000, reporting   |  |
| 2003 |   | 41                     |   | period, the OVAE implemented new data collection protocols, including  |  |
| 2004 |   | 42                     |   | standardized data collection   |  |
|      |   | '                      |   | methodologies and standards for automated data reporting.  |  |
|      |   |                        |   | Improvements: The OVAE is developing a data quality review process for states based on the Department's Standards for Evaluating Program Performance Data. |  |

Indicator 8.1.4 of 5: Transition to post-secondary education or training: Percentage of enrolled adults with a goal to enter postsecondary education or training who exit during the program year that enroll in a postsecondary education or training program.

|              | Targe              | ets and Performand  | e Data           |                      | Assessment of Progress   | Sources and Data Quality   |
|--------------|--------------------|---|------------------|----------------------|--|--|
|              | secondary educa    | to enter postsecon<br>tion or training prog<br>erformance | ram.             | or training who      | Explanation: Because of the change to the indicator new performance benchmarks/targets have been established. 2001 is the baseline year. The new performance data reflect the percentage of adult learners with a goal of further education or training, who, upon exit from adult education, enrolled in a postsecondary education or training program. | By ED. The 2001 data were verified by the Department's Standards for Evaluating Program Performance Data.  |
| 1996         | Number of adults   | Percentage of adults                                      | Number of adults | Percentage of adults |  |  |
| 1997<br>1998 | 178,520<br>158,167 |   |                  |                      |  |  |
| 1999<br>2000 | 148,803<br>161,650 |   | 300,000          |                      |  | Limitations: As a third tier recipient of this data, the Office of Vocational and Adult Education (OVAE) must rely on the states and local                 |
| 2001         |                    | 25  |                  | 25<br>26             |  | programs to collect and report data within published guidelines. Starting with the July 1, 2000, reporting   |
| 2003         |                    |   |                  | 27                   |  | period, the OVAE implemented new data collection protocols, including standardized data collection   |
|              |                    |   |                  |                      |  | methodologies and standards for automated data reporting and a data quality review.  |
|              |                    |   |                  |                      |  | Improvements: The OVAE is developing a data quality review process for states based on the Department's Standards for Evaluating Program Performance Data. |

Indicator 8.1.5 of 5: Transition to work: The percentage of unemployed adults with an employment goal who obtain a job by the end of the first quarter after their program exit quarter.

|              | Targe              | ets and Performand   | e Data           |                      | Assessment of Progress  | Sources and Data Quality   |
|--------------|--------------------|----------------------|------------------|----------------------|---|--|
|              | eir program exit q |                      |                  | the end of the first | <b>Explanation:</b> Because of the change to the indicator, new performance benchmark targets have been established. 2001 is the baseline year. The 2001 performance data reflect the | Frequency: Annually. Collection Period: 2003 Data Available: March 2004 Validated By: On-Site Monitoring By ED. The 2001 data were verified by the Department's Standards for Evaluating Program Performance Data. |
| I Gai        | Number of adults   | Percentage of adults | Number of adults | Percentage of adults |   |  |
| 1996<br>1997 | 306,982<br>340,206 |                      |                  |                      | percentage of adult learners with an employment goal, who, upon exit from an adult education program obtain a job.  |  |
| 1998<br>1999 | 294,755<br>409,062 |                      |                  |                      | - Cadadation program obtain a job.  | Limitations: As a third tier recipient of this data, the Office of Vocational  |
| 2000<br>2001 | 454,318            | 36                   | 425,000          |                      |   | and Adult Education (OVAE) must<br>rely on the states and local<br>programs to collect and report data   |
| 2002<br>2003 |                    |                      |                  | 36<br>37             |   | within published guidelines. Starting with the July 1, 2000, reporting period, the Office of Vocational and  |
| 2004         |                    |                      |                  | 38                   |   | Adult Education (OVAE) implemented new data collection protocols, including standardized data collection methodologies and standards for automated data reporting and a data quality review.                       |
|              |                    |                      |                  |                      |   | Improvements: The OVAE is developing a data quality review process for states based on the Department's Standards for Evaluating Program Performance Data.   |